

PERSONAL

Without in any way making too much of it, I just wish to report that in the theology department of my neighbourhood bookshop the other day I saw a book whose title, I swear, was *Sexism and God-Talk*.

This will undoubtedly be a strong contender for the 1984 Warnock Prize for the most disgusting book title of the year. But, never one to be content with the superficial, I glanced into the book and found, expectedly, a feminist rallying call to the throne of God the Mother. If she could be acknowledged Lady and Queen of us all, then the lion would undoubtedly lie down with the lamb, and if sorrow and sighing didn't flee away, they would be instantly comforted on the Eternal Bosom.

In the last few weeks I have had cause to read a great number of feminist books, most of which I found intensely dispiriting. But the most absurd contention of the current phase of feminism was exemplified in my theology book, that a world governed by women, and by the Spirit of Woman, would be a world of universal peace and love.

This belief, now prevalent among radical feminists, has had a fairly short history. It was not so long ago that we

all believed women to be incapable of getting on with anybody, least of all with other women.

One of the great arguments against single-sex schools used to be that women were so bitchy and so powerfully caught up in quarrels, struggles and dramas, and that, without the saving presence of men, they were incapable of tolerance, let alone love.

It was taken as an established fact that a woman could no more share a kitchen with another woman than she could get on with her mother-in-law. Undergraduates in women's colleges were openly pitied, and by no means only by men, for having to endure women tutors.

The concept of the ever-understanding, peace-loving, non-competitive, infinitely tolerant woman is, relatively speaking, new. As with so many of the tenets of radical feminism, this kind of claim on behalf of women does harm to the cause of justice, to which feminism ought to be devoted.

I have no belief that women politicians would bring wars to an end, nor that they would be indifferent to high office, nor uninterested in keeping



Mary Warnock

their own party in power, whatever the cost. Evidence is, so far, not favourable to such claims.

Nevertheless, I regard it as gross injustice that there are so few of them. But, instead of emotional talk, I believe that it would be better to try to take practical action to remedy the injustice.

It was reported in *The Times* Diary on January 5 that the Fawcett Society

was considering coming out in favour of proportional representation. At the same time, Vernon Bogdanor, the political theorist, in a book that comes out shortly (*What is Proportional Representation?*, published by Martin Robertson) has argued most persuasively that PR, of whatever form, would greatly increase the number of women actually returned to Parliament.

Evidence from other countries, besides the intrinsic probabilities of the case, strongly supports such a conclusion. For, notoriously, the major difficulty women face if they seek to enter Parliament is in getting adopted by a selection committee, except for an unwinnable constituency.

Now, though a selection committee may be unwilling to select a woman candidate for a single-member constituency, because they believe that voters (and not only men voters) are prejudiced against women, if such a committee were choosing a list of candidates, they would be obliged to consider the overall balance of their list.

They would not wish to display their own prejudice by including no women.

DIARY

A second city that claims to

To the Malvern Hills, on a beautiful misty frosty day, to advise Birmingham's advisers and inspectors on the role in life. I go with some reservations about the brand of education purveyed in England's second city.

It was certainly excellently administered in the old days by one of England's greatest chief education officers, Sir Lionel Russell, to whose illustrious memory I add my tribute to all the teachers in his recent obituary. But when I was one of the city's MPs in the 1960s, for the working-class white highlands of Kingstanding, I always felt there was an unadmitted element to the schools which I put down to Sir Lionel's centralist tendencies and the city's traditional refusal to bother with awkward innovations like governors or managers.

My audience are swift to reassure me that that is all in the past and that Birmingham is now the hub of English educational enlightenment. I deliver to them an encomium of the achievements of my current heroine, Miss Sheila Browne - in particular those successfully persevering in her efforts to report the true educational health of the nation and in maintaining her independence in doing so in the face of political pressure from her two bosses, Sir James Hamilton and Sir Keith Joseph.

I urge them to stand up to their local Hamiltons and Josephs and emulate Miss Browne in Birmingham. One or two look a little doubtful at the prospect.

Also, despite my normal inclination in the chorus of praise that Sir Keith has received for his feminist speech delivered from the very epicentre of socialist faith in Sheffield, I see that David Walker in *The Times* has described all this praise as "fluff". I don't think it's fluff at all, Sir Keith has happened to be the first Secretary of State for some time with the intellectual equipment to grapple with the difference between criticism and to see the absurdities of the latter exercise - lining up a minority of our 16-year-olds in some vague order of merit and rejecting the majority for the dustbin.

Operations of this kind have their uses but not the one to which I level it: my first head of department - a wise and successful teacher called Alan Anderson - told me on my first day teaching how to deal with the internal school market. I was told to get more than 100 marks and on one less than 100 marks the one teaching the



Sheila Browne: maintained her independence in the face of pressure from Sir James Hamilton and Sir Keith Joseph.

most encouragement top and the most complacent one bottom; spread the rest in random order between the two; announce 'the marks with great solemnity, emphasizing their sacredness'; but then also, most important of all, tell the whole class daily that they're the most brilliant bunch you've ever had the privilege of teaching.

The general idea was to inject a substantial overlay of confidence upon a plausible, but meaningless, framework of norm-referencing. I worked a dream - especially with him. So I welcome Sir Keith as the latest recruit, on the heels of the members of the Select Committee two years ago, to my Norm Reference Rubbing Society.

I am not sure he understands the full dimensions of the genuine practical curriculum he wants, with skill tests for all. But I wish him well. Alpha minus for effort. It must have been the Sheffield air.

Sitting on Dr Muffett

After the Birmingham inspectors have repaired home to the Lickey Hills, there's an hour before my train to London leaves, so I visit my local spot to learn news of the state of education in that curious administrative amalgam



The Butler did it

Returning back to Oxford (change for Paddington) on a morning little diesel

that calls itself Hereford/Worcestershire.

I learn to my distress that Dr David Muffett, the Conservative chairman of the education committee, has been subject to motions of censure for conducting affairs through the press rather than the council; denouncing the teachers, but in particular for dismissing the HMI report which put his county at the bottom of the third division as "shallow and superficial".

Though the motion did not pass, and the good doctor was vindicated by his Conservative colleagues, the ultimate objective of HMI reports on local authorities needs clarification.

Sir Keith has already laid down some rules for formal inspections of L.E.A.s - but so far only L.E.A., Dudley, Sutton and Telford have been through that mill. But he has not yet tackled the problem of what happens to L.E.A.s (like Hereford/Worcestershire) which the HMIs in their annual report technically the "Annual Expenditure Survey" - decide are spending too little money.

It's ticklish. For one thing, spending any more would put some of them into penalties with Sir Keith's colleague, Patrick Jenkin; and for another, most of these "underspenders" are the Government's political buddies. So though Sir Keith's educational duty is to their expenditure up, it's his political instinct to look the other way.

Dr Muffett met the HMIs last week, and a DES spokesperson tells me that the Hereford/Worcestershire Liberals will have a reply to their enquiries as to what Sir Keith is doing about their county by the end of this week. So the row will probably still be simmering next time I'm summoned to Malvern.



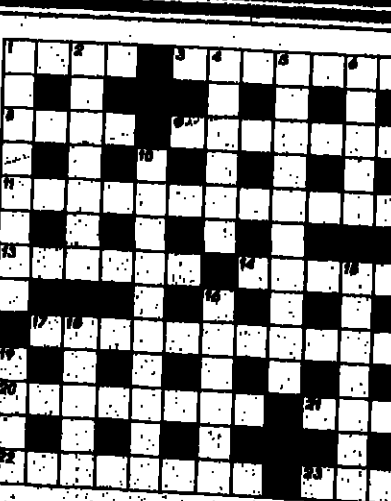
Sir Keith Joseph

train, my only fellow passengers are noisy youngsters who invade at Worcester and proceed to fight, shout, romp and argue their way to Pershore, Evesham and Honeybourne where I'm left to myself again.

Through Moreton-in-the-Marsh, Kington and Charlbury, I must say that the Government in 1980 succeeded in relieving the taxpayers of Hereford/Worcestershire of the legal obligation of paying these fares, Dr

Christopher Price

No 135 CROSSWORD by Rufus



Across
1 Control knob (4)
3 So long to France (2,6)
8 Extremely low (4)
9 Encouraging applause (5)
11 But the flag will come (5)
13 Desire to live in a new (5)
14 In a page it appears (5)
17 Educated postman? (7)
18 Tip seams split by stress (8)
21 Sound rule for bad weather (4)
22 New version of a decent love story (8)
23 Propose to put out with the top of the tide (4)
Down
1 Makes a mess of a Schiphol variation (6)
2 Record-holders (7)
4 Describes a struggle of some gravity (6)
5 Voters choose to speak (5)
6 Suppose one includes a mathematical symbol (3)
7 Scraps enjoyed by students (4)
10 Such a light will be close (4,2,4)
12 Old joke cracked at Christmas (8)
15 Anger over territory is nothing new to it (7)
16 Record turnover is not commonly a cause of (5)
18 Fruit drink very quickly swallowed (5)
19 She appears to be against overtime (4)

Muffett would certainly have taken the opportunity of saving a bit more money and I would have had a quiet and tranquil journey - or more likely, British Rail would have ripped up the tracks for lack of clientele. And I further muse that, therefore, the credit for the fact that there is still a station at Honeybourne rests with the late Rab Butler, who, almost single-handedly destroyed his party's school transport cuts four years ago.

I colluded with me briefly before doing so. Pouring me a generous (tumbler of neat whisky (his eyes were closed) then minister, Mark Carlisle, even began to see him to discuss the matter.

Perhaps it was something in his background. He enquired of Mr Carlisle's curriculum vitae. Dudley and Manchester? How could that be? Unusual, I agreed. But I explained that some of the lesser public schools had begun to use provincial universities after the War. Ah yes, He understood.

But in any event, his two most recent successors in the job, Thatcher and Carlisle, should not be allowed to destroy the system he'd created. The House of Lords would only impose one humiliation upon them. What did I advise? Men or transport? Instinctively I said "transport" and he delivered the goods a few months later. It's a shame he's no longer alive to save local government this year.

Christopher Price

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Science teachers poised for approach to the exam boards

Cut out the compulsory dissection

by Nick Wood

Sixth-formers should no longer be forced to carry out dissections in their science exams, the key bodies representing Britain's 35,000 science teachers are likely to recommend.

This dramatic policy shift, which has yet to be ratified, stems from a series of high-level meetings between the Association for Science Education and the Institute of Biology.

It follows an increasingly vociferous campaign against dissection which has been waged by animal welfare groups such as the RSPCA and the far more militant animal rights groups, one of which has threatened to burn down schools that practise dissection.

In response to such pressure, a growing number of teachers and pupils have expressed their doubts about the ethics of killing animals for use in schools.

The move against dissection being a compulsory part of A level practical exams in biology and zoology was decided at a private meeting late last week. Representatives of the association and the Institute of Biology agreed to urge the governing councils of their organizations to press the exam boards to make dissection optional.

Miss Angela Dixon, vice-chairman of the ASE and chairman of the dissection working group, said: "We are likely to be asking the exam boards to consider whether they need to retain dissection as a compulsory part of A level courses."

She described dissection as a "hang-over of Huxley's type-orientated Victorian biology".

Miss Dixon hoped most GCE boards would fall into line with the Associated Examining Board, which rely on coursework to assess practical skills and leave it to schools to decide whether youngsters should have to cut up animals.

The boards are meeting next week to consider a paper on dissection by Mr Howard King, joint secretary of the Oxford and Cambridge board. Miss Dixon expected the planned swing away from compulsory dissection at A level to get a "sympathetic hearing" from the boards.

But teachers are opposed to attempts to ban dissection in schools. The proposed statement will argue that the technique:

- Gives children an understanding of internal bodily structures;
- Allows them to gain first-hand experience of the "fragility and delicacy of fresh tissues";
- Lets them learn through active discovery; and
- Teaches them that organisms are whole entities rather than a collection of organ systems.

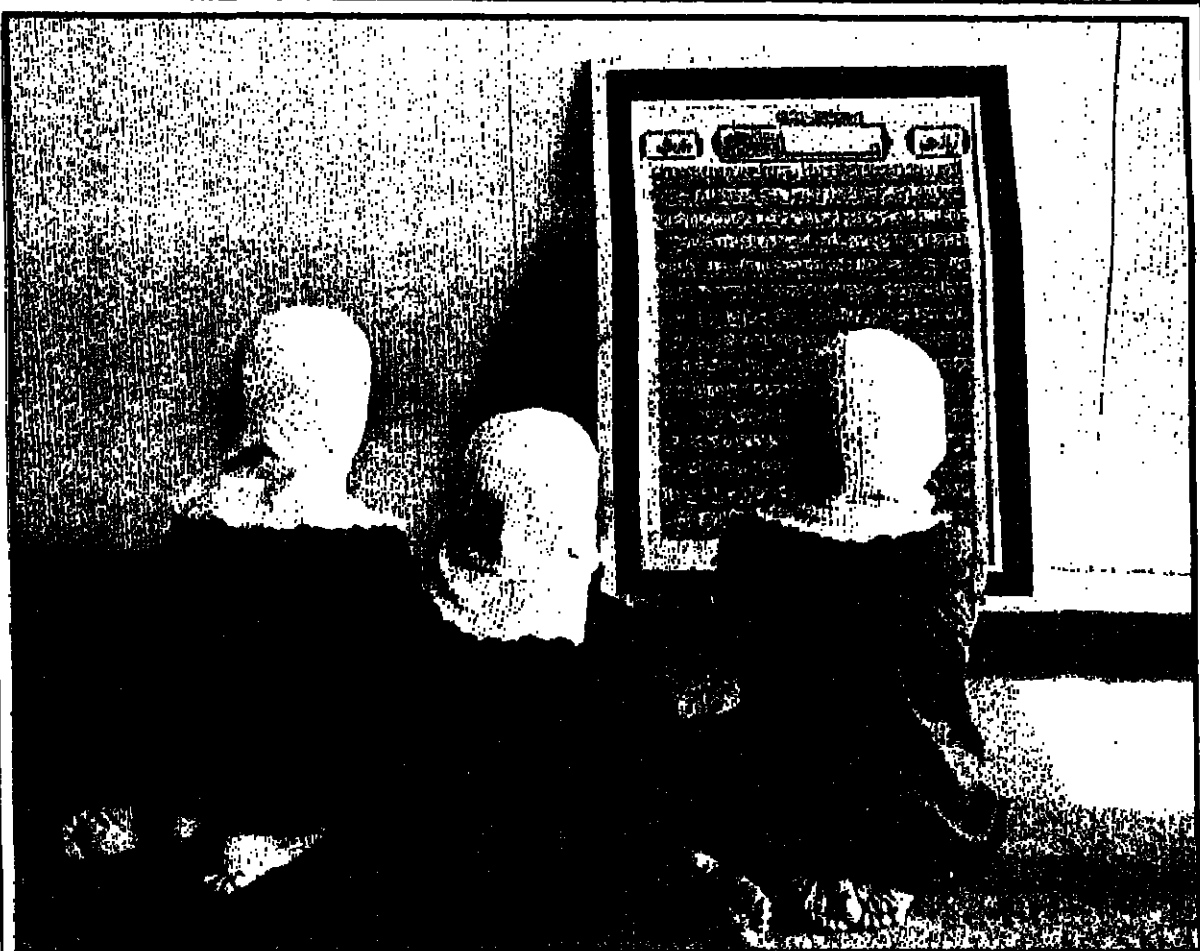
It will say there are sound reasons for retaining dissection in science lessons, but that exam requirements provide no justification for killing large numbers of animals so that children can polish up their technique. It is also likely to recommend that insect and abattoir material may properly be used in schools by children under 16 but that the dissection of mammals, whether demonstrated by the teacher or undertaken by the pupils, should be restricted to the sixth-form.

Ms Cindy Milburn, RSPCA education officer, welcomed the new proposals, which will be put to ASE and Institute of Biology council meetings in the spring.

"I am sure the proposals are a result of the pressure being put on schools by the animal rights groups."

She added: "But we would rather see dissection disappear altogether from schools."

See also Letters page 20



Peace in war: Children at an afternoon prayer session, reading the Koran, at an orphanage just outside Tyre, Southern Lebanon. The children were orphaned as a result of fighting in the 1982 war. The fate of the Shiite population in southern Lebanon at the hands of the Christian-led government, should Israel withdraw, is uncertain. Picture: Judith Peabody

Prospects gloomy for pay talks

By Richard Garner and David Lister

Talks on this year's teachers' pay claim begin on Monday - with little prospect of a speedy settlement despite convincing evidence that teachers' pay has slipped behind that of other professions and that the salary structure is in need of reform.

Local education authorities are reluctant to offer above the 3 per cent pay norm for government employees, because of the stringent spending controls being imposed upon local authority spending by the Government.

For the second year running, the teachers have had to use special procedure to force the local authorities to come to the negotiating table. They sent a requisition order for a meeting to Sir John Wordie, the independent chairman of the Burmah committee, which negotiates teachers' pay, after the local authorities had cancelled a date pencilled in for next week.

Now the meeting will take place on January 30 - even though the Labour-controlled Association of Metropolitan Authorities will be meeting to test member authorities' reactions to plans for restructuring the profession's pay scales on that day.

Teachers' leaders are likely to seize on information in yet unpublished management/union research document - a copy of which has been obtained by *The TES* - which shows that a majority of teachers earn less

than the national average wage. The document also shows that an increasing number of professions have significant fringe benefits such as company cars, life insurance, which teachers do not have.

However, ranged against them will be an insistence by the authorities that they are unable to meet the claim for a "substantial" rise this year because of rates penalties being imposed by the Government.

Again, the teachers' demand for substantial progress in the salary restructuring talks is unlikely to lead to an agreement this year - with the authorities insisting they will have to wait until extra funds are allocated by the Government. The earliest this could happen is in next year's rate support grant resitigation.

This year's negotiations will see new faces representing both sides for the first time for years: Mr Philip Merri Dale, Conservative education chairman from Hampshire County Council and a keen supporter of attempts to get the teachers to agree to carry out lunchtime supervision duties, will be leading the authorities; and Mr Doug McAvey, deputy general secretary of the National Union of Teachers, will be taking over from its general secretary, Mr Fred Jarvis, who has an injured leg.

Reports, pages 16 and 17

Propaganda charge over passes

The secretary of one of this country's biggest examining boards this week complained of a Goebbels-like propaganda campaign against the boards.

Mr Colin Vickers, secretary of the Joint Matriculation Board told *The TES* that propaganda had been aimed at persuading people that a rigidly defined proportion of exam candidates was passed every year, irrespective of their performance.

"This has been reported so widely it's like Dr Goebbels - people take it for gospel. It's getting a bit worrying."

In its annual report to be published today the JMB says last summer's results show that "despite all the allegations made in the current debate about examinations, GCE awards are not based on set proportions of the candidates irrespective of the standard of performance."

"Awards really do vary to reflect the quality of the work," the board says, "underlining its belief that the present GCE system can already lay some claim to meeting the Education Secretary's goal of a high standard of achievement for exam grades that describe what youngsters have achieved."

The JMB backs up its case by pointing out that pass rates varied markedly from subject to subject according to the quality of work. While only 46 per cent of candidates passed O level history syllabus C, 76 per cent got through in music syllabus B.

At A level, the pass rate in further maths syllabus A was 84 per cent, nearly twice the 47 per cent who passed home economics.

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Little learning

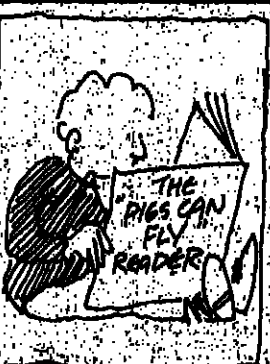
Teachers have learned little from the APU's lengthy reports, new research shows

SHA blueprint

The Secondary Heads Association has produced its blueprint for curriculum change

Low attainers

Philip Vickers says how Sir Keith Joseph's project to help low attainers is progressing



Platform

Sir Keith Joseph's fine words are not enough, says Alan Dyson

Civil tongues

Why schools must pay more than lip service to communications if they are to develop the practical skills Sir Keith Joseph has called for

Mum's the word

How parents can change the way reading is taught

ArtsBooks

Tom Corfe on Victorian social history; Stuart Macdonald on Arthur Ransome; Sheila MacLeod on BBC's *Forry-Minter* and Channel 4's *Childhood*; John James on the London International Mime Festival; Third World books; Edward Blishen on African literature; Richard Dowd on Middle East politics; Jennifer McKay on sex education

Resources/Media

The main thrust of the BBC's continuing computer literacy campaign is to be directed at schools. Carolyn O'Grady reports; Hugh David reviews 1984, a provocative series of five programmes for sixth-formers

EXTRA

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Money isn't everything, but . . .

The pilot projects in Lincoln and Manchester described by Philip Venning on pages eight and nine are among the first fruits of Sir Keith Joseph's concern for the bottom 40 per cent.

Low attainment was one problem that the Education Secretary did decide quite early on in his term of office to throw a little money at. Some £2m was found, to prime the initiative.

The schemes which I.E.A.s then put up to win finance and approval were to be aimed where so much concern is currently, and rightly, focused: on those pupils unable or unwilling to come to terms with an academic curriculum. Unsurprisingly, all the buzz words and ideas - from practical approaches to links with community and industry, from real work experience to living-together Outward Bound - proved to be an integral part of the thinking.

The low attainers' schemes turn out, in fact, to bear a remarkable resemblance to a number of other enterprises hastily mounted in response to the incentive of extra money from such sources as the European Economic Community or MSC. Anyone coming into contact with "Transition to Work" projects, or even TVEI schemes (which are, of course, aimed at a wider ability range and receive even more money for hardware) could be forgiven for observing that they have much in common with the curricula now being repackaged under the new label.

Those responsible for the Lincoln and Manchester developments are among the first to agree that what the new money has allowed them is the opportunity, and the extra support, they need to give priority to the lower ability pupils who have been the subject of long-standing concern. They had ideas they wanted to try out and the fact that they were not all brand

new didn't make it any less desirable to put them into practice. (After all, as Sir Keith's own officials have pointed out, in response to critics of his Sheffield speech, there are no new ideas under the sun; what counts is the choice you make. Results are what matter, not ancestry).

After little more than a term's experience, it is obviously too soon to judge the results of the low attainers projects, but the diverse plans so far in operation have produced some common impressions: there are clear signs of a sense of achievement arising from the real jobs that even 14-year-olds have been allowed to tackle; there is great eagerness to take part in FE courses which they see as relevant to subsequent work (though that is not meant to be an aim of the courses); and most telling of all, trundling is down. Children seem to be more likely to turn up at school to take part in courses centred on their own personal and social development, than in those which implicitly write them off as exam failures.

A number of questions arise out of these tentative conclusions. Do low ability children necessarily thrive on courses that have been created in response to their perceived needs, or are these particular pupils responding in the main to the extra attention currently being lavished on them? It could be that additional teachers and small groups are as important as relevant activities, as has been found to be the case with other small group activity for the disadvantaged, the disaffected and the plain disruptive. Is it possible that it doesn't matter that much what is on the curriculum, so long as you take some notice of them?

To some extent, the same Hawthorn effect has to be taken into account when recording the teachers'

own enthusiasm for the projects so far. It has long been the experience of Schools Council and like projects that teachers are far more enthusiastic about a curriculum development they have helped to create than something thrust on them cold.

So perhaps we can say at this stage that Sir Keith's lead deserves praise for the thinking and action it has already stimulated in selected schools, but we don't know yet how long the effects will last - once the pump priming money has gone - or whether they will travel.

It remains to question whether the decision to hand out money in a few centrally-controlled bags is the best way to achieve this sort of curriculum reform. Given that many teachers and local authorities have ideas for tackling the resistance of low achievers, wouldn't many more put them into effect if they weren't being so squeezed through the rate support grant (by the Government of which Sir Keith is a member) that they can't afford the extra teachers and resources allowed to the chosen 13 I.E.A.s?

It isn't easy to see how this sort of piecemeal approach can eventually fit into the broad vision of curriculum and examinations for all, so recently unveiled by the Education Secretary, except to recall that it was launched before he saw the light of the holistic approach. When the new target of CSE grade 4 for all is clamped down on the schools, no doubt all this pupil-centred nonsense will be set aside and the low attainers will be sent back to their books.

Nevertheless, it will provide useful experience in the long-term, and in the short-term it appears to be doing good for quite a few pupils, so the best answer must be to seize hold of £2m gift-horses while the going is good.

Second opinion Keeping the message behind bars

Last April the Commons Education, Science and Arts Committee published a refreshingly positive report on prison education, which was almost evangelical in its endorsement of the value of education in the prison setting. In striking contrast, last week's disappointing White Paper, published in response, has all the excitement of a wet afternoon in Grimsby.

Prison education is an unexplored area for most educationists. Yet, much goes on that is exciting, imaginative, and of high quality - and it is carried out under institutional pressures and in an environment which would defeat many teachers employed outside.

In addition to cuts, which have affected prison education as well as education generally, prison education suffers particularly from the organizational problems of prisons. All too often it appears near the bottom of the list of priorities when prison officers are allocated for duties. This can mean a total close-down of education in a prison for days at a time, so that classrooms stand empty while prisoners stagnate in their cells. Opportunities for education vary widely from one prison to another and range from the very good to the almost non-existent.

Thus, a prisoner's access to education is largely a matter of chance, depending on which prison he or she happens to end up in. This is hideous.

The select committee put at the centre of its argument the need to establish a basic legal right of prisoners to have access to some occupation during the day. It proposed a Prison Regimes Act, requiring sufficient useful work or education to be provided to keep prisoners actively employed for a normal working day; a statutory right of access to education throughout a prisoner's sentence; a restoration of the cuts made to prison education, and plans for a substantial increase in services.

In reply, the White Paper announces a few limited steps in the right direction. It recognizes that coordinated arrangements to help released prisoners continue studies begun in custody should be extended to all local authority areas; agrees to negotiate contracts of employment to allow more interchange between teachers working inside and outside prisons; and expresses the intention of providing a 46-week educational year in all prisons.

Mostly, however, it is long on sympathy but short on specification. It relies heavily on the generalized hope that the new prison building programme and the recruitment of more prison officers will lead to improved regimes. But there will always be other calls on prison officers' time and conflicting demands on the available resources within any prison.

Of course, there would be obvious dangers. Teachers might be partisan for one or other party in the dispute. Consequently, or unconsciously, they might lean towards the Freddie Freeman party or betray a palpable preference for the self-appointed hammers of the Yorkshire establishment. No doubt there would be vigilant busybodies ever ready to pounce on any such departures from highest standards of objectivity. No doubt, too, there would be questions in Parliament about the unbecoming bias shown by the Independent BBC Journalist, a Mr Brian Redhead, who has never stopped trumpeting the praises of Mr Boycott.

One thing, such a development would show is that, as Professor Crick pointed out at the North of England, it is not the study of George Orwell, you don't have to concentrate narrowly on Westminster to get down to the gritty gritty of politics. Perhaps relevant issues of the Yorkshire Post will join *The Lord of the Flies* and *Nineteen Eighty-Four* as the most widely studied political texts of our time.

One of the worst features of our prison system is the absence of constructive activities and the enforced idleness of prisoners. The select committee grasped this. The response in the White Paper suggests that the will to tackle it is still not there.

Vivien Stern

Science teachers baffled by APU reports

by Nick Wood

Teachers have learned little from the lengthy reports on children's attainment in science produced by the Assessment of Performance Unit.

According to new research, many have found them too complicated and have been disappointed not to be given expert summaries.

The open-ended nature of the reports, which avoid making judgments about pupils' performance, has also baffled teachers.

The research paper, written by three members of the APU science monitoring team at Chelsea College, London, says: "Many teachers found the full report of the results too complicated and did not feel able to engage with it. They sought, expected and were prepared to rely on work by experts to summarize for them the overall message of the complex data."

The teachers expected standards to have been defined by someone; they were surprised to find that the monitoring team did not refer to what is expected or satisfactory, appeared unwilling to make their own judgments and indeed were disconcerted at what they saw as an attempt to impose on them responsibilities for judgment which belonged to the 'experts'.

Much of the paper - produced by Professor Paul Black, director of Chelsea's Centre for Science and Maths Education, Wynne Harlen and Tony Orger - describes a none-too-successful attempt to establish such yardsticks of satisfactory test performance.

Groups of teachers, advisers, parents and employers were asked to predict how 11-year-olds would fare on a sample of APU science questions.

They were also asked to specify the lowest acceptable level of performance for a group of children.

Few clear patterns emerged although the actual performance of children approximated roughly to the expectations of teachers and advisers. Particularly striking is the wide range of predictions within groups. For instance, one primary teacher said that

just 20 per cent of 11-year-olds would be able to answer a question about food content, whereas, at the other end of the scale, another teacher said that 90 per cent would get it right.

In fact, 85 per cent of children could answer the question - considerably more than was predicted from the averaged responses from primary teachers and science advisers.

The authors say that their results show that opinions about education, whether expressed by politicians, parents or journalists, are the product of "ideology and values" not "evidence". They said: "They can be misleading and pointless despite the legitimacy of their concern."

Nor is expert opinion reliable when it comes to predicting what children can do and know. "Those who wish to rely on experts may not be comforted by the fact that the variations revealed within expert groups were as striking as those within groups of laymen."

It suggests that the APU is now helping to widen the public's understanding of pupils' performance. The unit tests children at the age of 11, 13 and 15, so that, for the first time since the demise of the 11-plus, light is being thrown on standards outside the age group covered by public exams.

Researchers from the National Foundation for Educational Research are to develop ways of ensuring that the findings of the APU maths surveys reach their intended audience - teachers, parents, employers and so on. The work is part of a £600,000 contract from the DES to cover the next five-year phase of maths research for the APU.

After the end of annual testing of children, the next national maths survey will be carried out in 1987. The research team will also be analysing further the data already to hand.

Standards of Performance - Expectations and Reality, APU occasional paper No 3. Free from APU, Room 4/77a, DES, Elizabeth House, York Road, London SE1 7PH.

Clampdown continues

Kent education authority plans to save some £400,000 next year by continuing to clampdown on supply teaching.

The clampdown was imposed when the county discovered it was likely to overpay by some £2m in the current year, thus attracting a 25m Government penalty. It is now determined to get back on course by April 1 and education by as the county policy, which absorbs nearly 60 per cent of its £460m budget, is taking the brunt.

Heads have been told they will normally be expected to cover short absences with existing resources.

Heads have warned that the consequences could be serious if the clampdown continues after April 1. But the cuts in supply teaching are planned to continue next year and the county will be unable to increase its contribution to the line with the Education Department in the budget.

The 1984-85 education budget, passed by the county policy, and resources committee on Tuesday, involves a real cut of 1 per cent.

Sex, not contraception, comes first for young people, it was claimed this week. Teenage girls are reluctant to go on the pill before embarking on a sexual relationship for fear of appearing promiscuous, Nick Wood writes.

Sex is acceptable for young people, so long as it is spontaneous and unplanned, says a survey of 1,000 young people, carried out by the British Educational Research Association.

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NEWS

Row on poly admissions plan

A row between the University Central Council on Admissions and the DES reveals how close arrangements for the proposed polytechnic central admission scheme are to stalemate.

The DES announced last week that it was giving £100,000 to get the scheme off the ground - but only on condition that it was self-financing, that there would be an early extension to the major colleges, and that it would link in with the universities' scheme.

But Mr Ronald Kay, secretary of UCCA, has written to the DES saying the conditions were never agreed by the UCCA council. His letter to a senior civil servant argued it was "unacceptable" that UCCA's procedures could be

used to extend the scheme beyond the polytechnics.

"I am at a loss about the conditions attached to your grant. The conditions were not known to the council at its meeting," he wrote.

Mr Kay said this week that, although he knew what DES views about the scheme were, it was not known that they were attaching these conditions to the award of the grant.

Mr Harry Kay, vice-chancellor of Exeter University and chairman of UCCA, said that the conditions were a matter between the DES and the polytechnics.

He also said it was unclear what the DES meant when it talked about linking the poly scheme with the existing

universities scheme.

According to the DES, the misunderstanding arose because the council did not receive a DES letter outlining the Government's conditions before its meeting. The DES wrote to UCCA on the January 10, for their meeting two days later, saying a copy of their conditions was enclosed - but this was not in the envelope.

But there is also another threat to the scheme. Apart from the major colleges of higher education being angry at their apparent exclusion, which they argue will disadvantage them in applicants' eyes, local education authorities have said they will not support the scheme unless it includes the colleges at the earliest possible date. - *THE S*

DES sets deadline for new governing boards

by Biddy Passmore

About half of the local education authorities in England have still to set up school governing bodies which include directly elected parent and teacher governors.

But all 27,000 maintained schools in England and Wales will have to have the new-style governing bodies by September 1 next year. Nearly four years after the passing of the Education Act 1980, the Government has finally named the date by which this part of the legislation will apply to all schools. (Until now, the provisions applied mandatorily only to new and reorganized schools.)

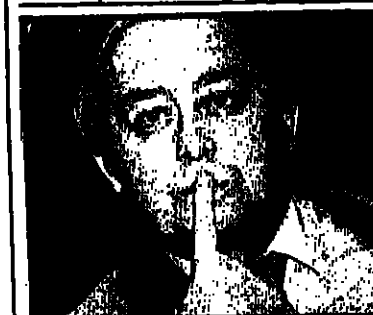
The Department of Education sent out a circular letter on Monday to all I.E.A.s and governors of voluntary schools informing them of the deadline. The Act's requirements are:

- All schools (except linked primaries or those with special permission to be grouped), must have separate governing bodies;
- County and voluntary controlled schools must have at least two directly elected parent governors, and aided schools at least one;
- Schools with fewer than 300 pupils must have at least one teacher governor, and bigger schools at least two.

News of the deadline was "warmly welcomed" by the National Union of Teachers.

For most voluntary schools, the changes are being coordinated through diocesan committees or national bodies like the Catholic Education Council.

Maintained special schools must have the new style of governing bodies by September this year.



Graham Lane

Redeployment all right by socialism

The Socialist Education Association, the Labour Party's think tank of teachers and education politicians, has come out in favour of the right of local authorities to redeploy teachers. Its stand is likely to be important to a number of Labour authorities who face ideological opposition to redeployment from some of their own local party activists.

In a statement issued this week, the SEA's executive says that if it is right to expect that a school should get more teachers when its roll goes up, then it must be right that, subject to certain safeguards, its teacher force should be reduced if the roll falls.

Mr Graham Lane, the SEA's general secretary, said: "There is nothing socialist about insisting on being kept on in a school where you are no longer needed and refusing to move to one where the children need you."

Standards of Performance - Expectations and Reality, APU occasional paper No 3. Free from APU, Room 4/77a, DES, Elizabeth House, York Road, London SE1 7PH.

Heads oppose plan to abolish meals

by Diane Spencer

Hertfordshire teachers are already voicing strong opposition to their county's plans to abolish school meals from next September.

All the heads in the Boreham Wood area are asking councillors to reconsider the plan before the final decision on March 6.

They claim that the plan will be socially divisive as children who receive free school meals will be conspicuous, local residents will come into conflict with children roaming the streets at lunchtime, and, if supervision is insufficient, schools may have to close during the lunch break for health and safety reasons.

If the plan goes ahead, the teachers are calling for "radical solution", such as a "continental day" with a short break at lunch and an earlier dismissal in the afternoon.

Mr Keith Newham, head of Hillsdale Upper School, and spokesman for the Boreham Wood Association of Head Teachers, said that he and his colleagues wondered if any real savings would be made once all these points were considered.

Mr Frank Mills, head of Marshalsea Secondary School, St Albans, and a council member of the National Association of Head Teachers, said his members seemed to be "distinctly unhappy about the project".

The National Association of Schoolmasters' Union of Women Teachers' local secretary, Mr Ian Gibson, said the £1 per meal offered by the council for supervision was "derisory".

The ten per cent factor

On the instructions of his education committee, Mr Colin Humphrey, the director of education for Solihull, has followed up the proposal that one of the borough's 11 to 16 comprehensive schools should be given a selective entry, with a plan for Tudor Grange to admit eight, forms each year by a competitive exam - that is about 10 per cent of the children leaving primaries.

The borough's sixth form college arrangements would not be affected.

Mr Humphrey's report suggests that many Solihull schools are doing pretty well, but there are some wide variations between schools, and between the north and south of the borough. He seems to give uncritical acceptance to the Cox and Marks assessment of selective and non-selective exam results, and ignores the quite different conclusions presented in DES statistical bulletins 1983. The evidence about the distribution of IQ in the various schools is interesting. So, too, is the table which attempts to analyse "value added": that is, relate the proportion of pupils in each school attaining five O levels or better to the proportion of children with IQs of 115 and above. In terms of value added (using this narrow exam criterion), the more successful schools seem to be generally those with the more modest IQs at entry.

This could be seen as a vindication of the comprehensive school and its ability to bring forward talent. Alternatively, it could be said that these schools are more like secondary modern schools than balanced comprehensives, and that taking out the top 10 per cent and putting them into a selective school would make little difference to them. The schools which have most to lose are the popular 11 to 16 schools, which benefit from average intakes and a

On one point, Mr Humphrey is quite insistent. He doesn't want to use IQ tests but straightforward tests of attainment for the selection exam. He is sceptical about attempts to measure "potential" and believes that even if the exam does, very directly, reflect the coaching capacity of the primary school, this is a realistic way of assessing pupils' suitability for a selective school course.

One of the implied aims of the scheme is to keep in the maintained system more of the bright pupils who now are sent to independent schools. Whether a 10 per cent selection scheme will have that result is a matter for speculation. The more successful it proved to be, the deeper Solihull rate-payers would have to dig into their pockets to preserve standards.

Misguided militancy

The Government's plans for the ILEA are half-baked and should be opposed. To call London's teachers and school support staff out on strike to protest about them, was also a half-baked idea which should have been rejected out of hand by any serious professional association. Not so, the Inner London Teachers Association who went to it (or rather from it) with a will.

Why London's parents should be expected to think better of London's teachers, or of the ILEA, because their children were to be deprived of a day's school, is not immediately obvious, what is obvious is the incoherence which must have been caused to working mothers with young children.

It all looks much more like a gesture of knee-jerk militancy - if you cannot think of anything else to do, take a day off work - than a seriously calculated piece of political argument.

On a Sunday afternoon, without disrupting the ordinary school programme, it is ill-considered protest actions like this which help to build up the image of sub-professional conduct and general fecklessness which right-wing politicians successfully project onto teachers. On the same tack, the sound of bands of primary-age children on the march, parading well-rehearsed political chants, must have sharpened the latest indoctrination debate.

Why give a handle to the critics by so gratuitously ignoring the ordinary duties of a responsible profession?



Grassroots democracy

In mulling over the educational significance of the Boycott Saga, as many Yorkshire teachers must be doing in the light of recent goings on at Headingley, it must be difficult to know where to fit this into the legitimate school curriculum - under PE, or as a study in political education? While anything to do with the

associations for many, it is probably best to regard this affair as a first-class case study in practical politics - the non-party kind which might win the approval even of Lady Cox.

It would be extremely instructive to know how the pro and anti Boycott factions organized their campaigns, how they communicated with their supporters, how they mobilized their arguments and counted the relevant facts. And just as Lilliput, or Animal Farm, or Oceania in *Nineteen Eighty-Four* can be made the subject of political analysis, so too could the loyalties of Yorkshire members and the way in which the democratic process was used to reach a decision about a local hero. It would have the added advantage of having absolutely nothing to do with peace.

Of course, there would be obvious dangers. Teachers might be partisan for one or other party in the dispute. Consequently, or unconsciously, they might lean towards the Freddie Freeman party or betray a palpable preference for the self-appointed hammers of the Yorkshire establishment. No doubt there would be vigilant busybodies ever ready to pounce on any such departures from highest standards of objectivity. No doubt, too, there would be questions in Parliament about the unbecoming bias shown by the Independent BBC Journalist, a Mr Brian Redhead, who has never stopped trumpeting the praises of Mr Boycott.

One thing, such a development would show is that, as Professor Crick pointed out at the North of England, it is not the study of George Orwell, you don't have to concentrate narrowly on Westminster to get down to the gritty gritty of politics. Perhaps relevant issues of the Yorkshire Post will join *The Lord of the Flies* and *Nineteen Eighty-Four* as the most widely studied political texts of our time.

We're not all geniuses!

Mr Keith Newham, head of Hillsdale Upper School, and spokesman for the Boreham Wood Association of Head Teachers, said that he and his colleagues wondered if any real savings would be made once all these points were considered.

Vivien Stern is the director of the National Association for the Boreham Wood Association of Head Teachers.

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PLATFORM

Now is the winter of our discontent

Maybe it's because we're in the depths of winter, or because the jobs section fills only a desecrated half dozen pages in the Christmas edition of *The TES* which I have just been looking at, or just because my crook knee has stopped me running the streets for the past couple of months - but these days when I open *The TES* I'm filled with a grey and hopeless depression.

I suppose we should compliment Sir Keith on his grimly appropriate timing in ensuring that the details of his Sheffield speech would be published when they were, but if you're looking for a time and a place to read bad news, try five o'clock on a winter's afternoon, try Friday the Thirteenth in 1984 and, above all, try a dark and jobless Teesside.

Of course, there was no reason for anyone to expect anything very positive from our beloved leader, but what really hurts is the way that teachers and teachers' organizations - some of whom should know better - have welcomed his speech. Everyone seems to have found some crumb of comfort in what he said; Sir Keith, it turns out, is not such a bad fellow after all; he may be getting rid of the jobs, and he may be keeping hold of the money, but his heart's in the right place.

Let's admit it. We've been caught off-guard. We thought we knew what the Tories would do when they came to power what seems like an age ago. They would reintroduce selection, boost the private sector, denigrate comprehensives, defend traditional subjects and traditional methods. Well at first that's precisely what happened. We were all suitably indignant and righteous, but also, I suspect, secretly quite pleased. We knew where the battle lines were, what arguments should be deployed, how to make our opponents seem like villains, and that ultimately we weren't going to lose.

Sir Keith changed all that. Instead of the full-frontal attack we were expecting, he's come at us from the rear and gone for our single most vulnerable

Alan Dyson laments Sir Keith Joseph's speech and the general reaction to it

position. We never did get the secondary curriculum sorted out. We moaned about the exam system and introduced a few interesting courses here and there, but we never came to terms with its monumental irrelevance, its absurd archaism, and we left ourselves wide open to attack. Now he's taken our high ground, and he's the one talking about relevance and radical innovation and learning through practical experience. And suddenly liberal educators find their very words issuing from his lips, and find themselves wanting to shout "here here".

So perhaps we'd better remind ourselves of a few things. Criterion-referenced exams are not the salvation of the education system. It's not too long ago, after all, that we were talking about the irrelevance of all forms of examinations to the business of education. It's just that devising such exams will be a mammoth task but that the criteria are going to have to relate to clearly observable and measurable behaviour.

There'll be no room for anything that smacks of the nebulous or the metaphysical, no way to measure understanding, or appreciation, or perception, or sensitivity. Perhaps Sir Wilfred Cockcroft is right, and this will work very well for maths - or for a certain sort of maths - but do we really want all our assessment carried out like this?

We know now why Sir Keith has welcomed profiling so fully. When we

Dunces! Sir Keith raps bad schools

Joseph drive to revitalise education

Outward from page one of the *TES* comes the headline: "Dunces! Sir Keith raps bad schools". It is a headline which, like all the others in the paper, is a masterpiece of understatement. Sir Keith Joseph, in his speech to the House of Commons on January 17, did not say that schools were "bad". He said that they were "not good enough". This is a much more serious charge. It is a charge which, if it is to be taken seriously, must be backed up by evidence. Sir Keith Joseph, in his speech, did not say that schools were "bad". He said that they were "not good enough". This is a much more serious charge. It is a charge which, if it is to be taken seriously, must be backed up by evidence.

talked about a profile, we meant some open-ended record of achievement and development, negotiated between teacher and student; we meant something that would help us present our students to themselves and the world as complex and complete individuals. But Sir Keith means something completely different: he means something which assesses the student as a bundle of skills and characteristics, something which neatly labels and packages him for consumption by industry, something as well, which controls his behaviour by threatening to record it on paper. Let's also remind ourselves that for all our moaning about the present examination system, it's presented us with clear, if uninspiring, goals in

Joseph will reform exam marking to improve grades

Primary Teacher, Education Correspondent, *TES*

It is a good idea to have a system of exam marking which is fair and which is based on a set of clear criteria. Sir Keith Joseph, in his speech, did not say that exam marking was "bad". He said that it was "not good enough". This is a much more serious charge. It is a charge which, if it is to be taken seriously, must be backed up by evidence. Sir Keith Joseph, in his speech, did not say that exam marking was "bad". He said that it was "not good enough". This is a much more serious charge. It is a charge which, if it is to be taken seriously, must be backed up by evidence.

there are no vocations, or practical experience of the routine and boring, or basic skills for basic pupils are the answer.

I declare myself a heretic and a romantic. I realize it now: I'm a child of the 1960s and 1970s. I actually believe that education is and should be about the nebulous and the metaphysical. I believe in the ghost in the machine, in awareness or understanding. I believe it is indivisible and unique in each young person. I believe with Paolo Freire that we teach skills to develop this awareness. I believe with Bruner that we can teach the most profound ideas in some honest way to all children. I believe that the least skilled and lowest attaining need the most intellectual curriculum, and that what is practical is what is real to the mind, not the hands.

And, finally, I believe that until industry is about human beings, teachers have nothing to do with preparing human beings for industry.

On a dark January day, such thoughts make one slightly giddy. Colleagues continue to welcome Sir Keith's speech, like victims welcoming the executioner's axe because they too have found the axe a useful tool. No matter. By next week the knee should be well enough for me to start running again, and when you're half way up a hill in the tenth mile, Sir Keith and Sir Wilfred and the whole nonsense pile into insignificance beside the sweat and the burning lungs.

And yet, I can't help feeling that as I run, my feet will beat out the rhythm of a song Stevie Wonder once addressed to Richard Nixon:

*We are sick and tired of hearing your song
Telling us how you're gonna change
right from wrong
'Cause if you really want to hear our views
You haven't done nothing'.
I wonder what criteria, Sir Keith
would apply to that.*

Alan Dyson is head of special studies at Bydales School, Marske, Cleveland.

NEWS

Union reveals boycott of teacher training advisory council

by Richard Garner

Leaders of the National Association of Schoolmasters' Union of Great Britain (NASUW) have decided to boycott the new advisory council on teacher training being set up by the Government.



Mr Nigel de Gruchy, deputy general secretary of the NASUW, said that the decision to boycott was a response to Sir Keith Joseph's speech.

Mr Nigel de Gruchy, deputy general secretary of the NASUW, said that the decision to boycott was a response to Sir Keith Joseph's speech. He said that the decision to boycott was a response to Sir Keith Joseph's speech. He said that the decision to boycott was a response to Sir Keith Joseph's speech.

A draft circular published by the Department of Education and Science said that it is hoped the new council - which would advise on the approval of initial teacher training courses in England and Wales - would start work as soon as possible after April 1984, and would complete a review of all courses within three or four years of its establishment.

Teachers meet HMI in bid to secure curriculum safeguards

Mind your languages

by Nick Wood

Language teachers met HM Inspectors this week to press their case for a national initiative to safeguard the place of modern languages in schools.

"I don't think people are aware how quickly languages are dying out in schools," Mrs Rita Wright, honorary secretary of the Joint Council of Language Associations, said before the meeting.

The twin pressures of spending cuts and the move towards an increasingly practical curriculum was squeezing subjects such as German, Spanish, Italian and Russian off school timetables, Mrs Wright said.

"Computers are coming in right, left and centre and driving linguistics out of schools. The emphasis on schools being workshops to satisfy industry through technology is very short-sighted."

The trouble is our education system tends to operate expediently rather than take the long-term view. The crux of the linguists' case is set out in the JCLA's response to the Government's consultative paper on

foreign languages in schools.

This reminds the DES that "foreign language provision as a whole is deteriorating", and calls on it to take special steps to protect the second foreign language in schools.

L.e.s.s should be told to "positively discriminate" in favour of languages other than French, the JCLA says.

The DES should give guidance to L.e.s.s on the number of languages that should be taught in schools. They should look at the provision in German throughout the country and make sure it is available," Mrs Wright added.

All schools with five forms of entry and above should have to offer two foreign languages and in big comprehensives 11-year-olds should have a choice of a first foreign language, the JCLA says.

The DES should also insist that every child in the 11 to 16 age range should be able to study a foreign language if he wishes, and that the most able 25 per cent of children should be able to study two, it says.

The council calls on the Government to create a climate of opinion

better disposed to the learning of languages. It should "support the building up of a national competence in foreign languages more akin to that in other countries, persuading teachers and society at large that there are arguments for foreign language learning as strong as those for mathematics or computer studies".

Employers should appreciate that language skills could contribute to success in overseas markets, the council says.

A teachers' union has warned that progress on improving the teaching of foreign languages in schools will be "painfully slow" unless the Government earmarks extra resources for its tuition, Richard Garner writes.

In its response to the Department of Education and Science consultative paper on foreign languages in the school curriculum, the National Association of Schoolmasters' Union of Great Britain (NASUW) says that pupils of varying abilities should be given the chance to achieve "at the very least a rudimentary grounding in one modern foreign language".

Letters, page 20

OU students fight to save course

Open University students in London are campaigning to save a planned course on nuclear weapons that has been threatened with cancellation.

A group called SUS (Save US25 for Students) has mounted a petition in support of the course, "Conflict and Security in the Nuclear Age". And the group has also written to the Open University to express its concern.

Biddy Passmore analyses the proposed changes in the Solihull selection report

Selection on a direct course

Last week's report by Mr Colin Humphrey, Solihull's director of education, on reintroducing selection and raising standards, is an unusual document.

It is not written in the bland, impersonal prose so beloved of CEOs, steering councillors unobtrusively towards the desired conclusion. This is largely because the main conclusion was already fixed: the Tory-controlled education committee voted for the principle of selection last autumn and was simply asking for a report on how to implement it.

But Mr Humphrey prefers the direct approach anyway. Take mixed ability teaching. "Some theorists argue," his report says, "that mixed ability teaching is a logical consequence of comprehensive education and a necessary concomitant to equality of opportunity. . . Personally I would not agree with any of this and my view is that mixed ability teaching too often leads to inequality of opportunity."

Mr Humphrey and his committee, chaired by the strongly pro-selective Mr Michael Ellis, and guided by Mr Bob Meacham, the council leader, have little time for the pure milk of comprehensive doctrine. The report is concerned with practicalities. Has the comprehensive system in Solihull worked in the 10 years since it was introduced? Has it raised standards and/or reduced inequality of opportunity? If not, might something else work better?

On standards, Mr Humphrey concedes that there is little hard evidence one way or the other.

The comprehensive reorganization of 1974 happened to coincide with the local government reshuffle, when the old county borough of Solihull absorbed an area of Birmingham overspill from Warwickshire. Since 1974, however, O level standards have continued to rise, with the first results from purely comprehensive intakes making no significant difference after 1979.

"The proponents of comprehensive education will no doubt point to the overall improvement," the report says. "On the other hand, it could be argued that overall improvement was expected and that if comprehensive education could not work in Solihull, it would not work anywhere."

In absence of local evidence, Mr Humphrey resorts to the recent national study by Cox and Marks, which claimed to show that the combined results of pupils at grammar and secondary modern schools were as much as a third better than those of comprehensive school pupils.

In any case, his chief concern appears to be the variation in standards between one school and another, even where catchment areas are similar. "It cannot be regarded as satisfactory," he says, "that in one school 62.8 per cent of pupils leaving in 1983 achieved five O levels or more and that, at the same time, four other schools got less than 8 per cent, one school, indeed, achieving only 3.7 per cent." (The average figure for the borough is 25.2 per cent, compared with a national average of about 22 per cent.)

But do comprehensive schools help children from different backgrounds to understand each other? And would a selective school be more divisive? No on both counts, according to Mr Humphrey.

He remarks that parents are now buying their way into desirable catchment areas by paying inflated prices for houses and that children tend to stick with their own kind, whatever the structure of school. Indeed, he adds, a selective school might well be less divisive as it would draw pupils from the whole borough.

He stresses that a worrying feature of the comprehensive system is the large-scale exodus of bright 11-year-olds from the maintained sector. Three-quarters of the pupils with NFER scores over 115 at one of the borough's primary schools go on to the independent sector and well over half at others. A selective school would probably keep many of these children in the maintained sector, he says.

The report concludes: "One way of attempting to ensure that pupils' abilities are not left undeveloped would be to concentrate them in an environment which offers greater stimulus and academic competition and it could be argued that selection on ability, formally and properly administered, would enhance the prospects of these pupils."

Though the report does not explicitly say so, both Mr Humphrey and Mr Ellis believe that removing the brightest would also enable schools to concentrate more effort on pupils of

average ability. The report's solution is the establishment of one coeducational 11-16 school, based on Tudor Grange comprehensive, admitting some 240 pupils a year (the top 10 per cent of the age group). They would be selected on the basis of a voluntary test of attainment: better than intelligence tests, argues Mr Humphrey, because they measure attainment rather than potential.

The report is not, however, exclusively devoted to selection. More than half of it concerns the raising of standards in all the borough secondary schools, which there will be 14 when the present phase of closures is complete. Much of it reads like the Conservative Manifesto.

Among the changes Mr Humphrey proposes are:

- an end to mixed ability teaching;
- more emphasis on school uniform, with the reintroduction of clothing grants as soon as money permits;
- standardization of the school day, which is half an hour longer in some schools than in others;
- a return to at least the spirit of the law on the daily act of collective worship (at present, the report says, only one out of 18 secondary schools has what could be described as a collective act of worship and it happens only once a week);
- more involvement of parents in the school and of the school in the community, with a more flexible policy on letting of school premises;
- more money for school buildings and maintenance;

Even if it is not, however, he says firmly that the improvements called for in the second part of the report are "necessary and will require additional resources", reminding councillors that Solihull now spends less per secondary pupil than any other West Midlands authority.

Whatever is decided, Mr Michael Ellis will not be around to see it through. He announced last week that he is stepping down from the council in May for business and personal reasons.

But Mr Meacham will be there to keep a steady eye on the council's education policies. And the man selected to stand in Mr Ellis's ward is not going to rock the educational boat. He is Mr Peter Tebbitt, younger brother of Norman, and his support for selection is, as one might expect, robust.

DES overture to SEO

by David Lister

Communication between the Department of Education and Science and the country's chief education officers was not as effective as it should be, Mr David Hancock, the Permanent Secretary at the DES, admitted when he addressed the annual meeting of the Society of Education Officers last week.

Urging closer cooperation, Mr Hancock said he had recently visited a number of L.e.s.s at the invitation of the CEO and spent one day a week out of the department visiting schools and colleges, which he said was almost unheard of for a permanent secretary.

On his travels he had been particularly impressed by three things: the teaching in a number of primary schools, the enthusiasm for computing which our education system has stimulated and unleashed, and the high quality of music education "now remarkable by international standards".

On this last point, Mr Hancock was picked up in a not altogether comfortable question and answer session by Mr Michael Sterne, an education officer with Manchester.

Mr Sterne pointed out that Manchester, one of the poorest areas, teaches 20,000 instrumentalists a year. "Though you can't always correlate exam performance with resources, some of the richness of the system must disappear," and L.e.s.s like us won't be able to win national prizes for music," he said.

Mr Hancock replied that he was not talking about expenditure on music education, but the talent and commitment of teachers.

Turning in his speech to further and higher education, Mr Hancock said: "I retain two private ambitions for what may be possible as the system adapts - not only to demographic change but also to sharper perceptions of our need for a technically competent population."

The first is that we shall, as our public sector institutions evolve, find ways of releasing those who manage them from administrative procedures more appropriate to routine government tasks than to the management of creative education and research establishments.

competent technician is as important to the country as the education of a university don. Indeed, since this country in the 1980s is relatively well provided with appropriately educated university dons and relatively under-served with appropriately educated technicians, this point needs particular acknowledgement at present.

Mr Hancock was disturbed by some of the interpretation put on Sir Keith Joseph's Sheffield speech. He said: "I was particularly disappointed to see it said that the Secretary of State's objective of bringing 80 to 90 per cent of pupils at 16-plus up to the level now associated with the average pupil implies a lowering of standards."

"He made it quite clear that he

intends the objective to be achieved by raising standards. The intention is not to lower the standard of the average to the eighth or ninth percentile. The objective is to define more precisely what that present average performance stands for and then to use the resultant more specific goals to bring more pupils up to and beyond that level of performance."

Addressing the conference later, Sir Lawrence Byford, HM Chief Inspector of Constabulary, lamented the lack of parental interest and parental discipline for children of all social classes. When their children were punished at school, he said, an all too frequent response was to visit the school to complain.

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Heads tell how schools could do better

by Nick Wood

Headteachers have produced their own analysis of what is wrong with secondary schools and how it should be put right.

A new report from the Secondary Heads Association, copies of which are to be sent to every chief education officer in the country, pinpoints 12 key areas where schools need to do better.

The examination system is, not surprisingly, singled out for special attention. SHA says that schools attach too much importance to academic qualifications, which are geared to the one-fifth of pupils who go on to higher education, and allow exam syllabuses to dominate the curriculum. The result can be "sterile, rote learning" and "safe teaching methods".

Failure is built in for around two-fifths of youngsters and leads to "alienation, deskilling, and loss of dignity and self-respect".

The report also criticizes teaching styles. They "tend to promote passive dependency and resourcelessness, rather than autonomy, independence, inter-dependence, and resourcefulness". Youngsters are given too little opportunity to manage their own learning.

Content, not process, takes priority

in lessons which tend to over-emphasize intellectual skills and pay too little attention to a child's physical and emotional development.

Schools should also lay more stress on the achievements of youngsters working in groups, rather than concentrating on those individuals, SHA says. Greater efforts should be made to develop "pupils' creativity, coping skills and cooperation". It adds, saying there should be more "coherence in the curriculum" which is too often a ragbag of single subjects without any overall rationale.

The report says that schools are trying to adapt to the demands of a changing society but that many are "immobilized" by the pressures on them from the exam system, the out-moded ideas of parents and employers, external political forces and their own traditional custodial role.

"Schools are too often the scapegoat of society," SHA says.

Nevertheless, SHA does not believe that heads and schools are helpless in the face of these difficulties. Mrs Anne Jones, chairman of the curriculum working party, said that the association had been greatly encouraged to find that Sir Keith Joseph, the Education Secretary, shared many of their

views.

The report was not seeking to point the finger of blame at heads and schools; rather it was designed to give them the confidence to move forward.

"We have the power to change things," Mrs Jones said.

SHA's remedy is ambitious changes in the school curriculum.

"The secondary curriculum should nurture, extend and develop in all pupils of whatever ability, a whole range of skills: creative, practical, physical, social, aesthetic, expressive, intellectual, moral and personal.

"These skills can be developed across the whole curriculum, a kind of web against which the knowledge provides a warp. These skills are as important for the academically inclined as they are for the less academically inclined."

The report proposes an elaborate "common core" for the timetable of tomorrow's comprehensive. Every child should have courses in communications and languages, numeracy and spatial reasoning, technology and sciences, the expressive arts, environmental and economic studies, social and political studies, moral and spiritual development, vocational and recreational studies and interpersonal



Anne Jones: encouraged

skills and skills for living.

It also calls for more "flexibility" in the shape of the school day and advocates modular courses in certain circumstances. Pupils should be encouraged to assess their own performance.

"It is important for pupils to be involved in assessing their own progress. Pupils need time to reflect on their experience and realize what they have learnt. Pupils need to work out for themselves what they need to improve."

SHA says it will take "time, courage and a great deal of in-service training and mutual support" to bring into effect the proposed shake-up.

These points were underlined by Mrs Jones who said it was very hard for a head to reduce the emphasis on exams in his school when those around him bowed to pressures from parents and employers and made them the top priority.

Public poll over selection

A research organization is to carry out a public opinion poll over Redbridge Council's plans to increase selective education.

However, the exercise has been condemned as a "stunt" by parents' groups and others. They claim that the survey questionnaire is weighted to favour two options being put forward by the Conservatives who control the council.

The Harris Research Centre is to send a leaflet outlining the proposals to the 33,000 households with children at Redbridge schools. Parents are to fill in a questionnaire.

One council option would reduce the number of comprehensive secondary schools by three but keep the existing system of mixing selective education with comprehensive education. However, because the borough's two grammar schools remain untouched, the percentage of pupils going to a grammar school would be increased from between 7-8 per cent to 11-12 per cent.

The second option would create two new grammar schools, increasing the number of children receiving selective education to 25 per cent.

Other options, such as a fully comprehensive system and the establishment of sixth-form colleges, are briefly mentioned on a later page of the leaflet.

Sir Keith says rate-capping is no threat to his goals

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, last week said rate-capping need not damage education because nearly all local authorities could make better use of their resources.

But he did offer to lobby for extra money for education if he was convinced that his plan to raise standards could not be achieved without it.

"Where money is needed for a real educational purpose and where there is no scope for redeployment, I might need to convince my colleagues that more money should be spent," he said in a Commons debate on educational standards last Friday. He made it clear, however, that councils would first have to look for the extra money through efficiency savings or a reordering of priorities.

(Sir Keith made the same point in an open letter to Labour's spokesman, Mr Giles Radice, this week.)

He was answering criticisms made by Opposition speakers that talk of raising standards was meaningless without a promise of more money.

Sir Keith said he was "soberly aware" of the scale and range of what

was needed to be done to bring the ideas in his Sheffield speech into practice and into 25,000 maintained schools and some 350,000 state classrooms.

He was not proposing that the Government should issue central guidance on what teachers should teach. The idea was to publish objectives, he said, the syllabuses would be up to the schools and the teachers.

On examinations, the Education Secretary conceded there was a tide running in favour of merging O levels and CSE but refused to say if he would run with it. "I for one shall need convincing that a merged system can both stretch the bright and do justice to the less bright," he said.

Mr Giles Radice, Labour's education spokesman, had welcomed the Education Secretary's Sheffield speech, describing it as "the biggest act of public penitence since the Emperor Henry IV went to Canossa".

Sir Keith was the first Conservative Education Secretary to recognize that the comprehensive revolution had happened and was here to stay, and that some good had come of it, he said.

But he added that the Education Secretary's initiative to raise standards of achievement set all with the extensive public assistance his Government has given to public schools, "those engines of division and privilege", and with the weekend speeches of Mr Bob Dunn, his junior minister, on the reintroduction of selective schools.

"And he stressed that there were factors in under-achievement other than the present exam system, such as unemployment. Sir Keith was a member of a Government that was increasing poverty and deprivation in the inner cities and old industrial areas - was the demanding action from his Cabinet colleagues to 'eliminate poverty'?"

Mr John Cartwright (Woolwich), speaking for the SDP, said the Sheffield speech had articulated many concerns about the future of education, but he was sceptical about whether Sir Keith's objectives could be achieved.

Mr Alan Haselhurst, Conservative MP for Saffron Walden, said lack of money could damage education in some circumstances, such as rural primary schools, and issued a warning to the Government that self-help would be insufficient.

Tory thinking on parental choice. Parent power as a weapon for bolstering standards could be very uncertain, he said, because parents would opt out of their neighbourhood school instead of staying and fighting for it from within.

Mr George Walden, Conservative MP for Buckingham (and a member of the new Commons Select Committee on Education), had no doubts that standards had fallen "because parents feel it in their bones". Judging by his own children's experience, primary school children in this country were "grossly underworked" compared with their French counterparts, he said.

The Education Secretary's initiative must not result in delay and procrastination but in action, he declared. "If we as a country are to aspire to something more than a grade 4 average on a sliding scale, we must make an effort to fix absolute standards and fix them higher."

● The Liberal Party has given Sir Keith its backing to raise standards by moving towards criterion-based assessment and profiling.

But Mr Clement Freud, the party's education spokesman, said Sir Keith's aims "sat uneasily" with his defence of rate-capping.

● The president of the Association of County Councils, Lord Ridley, last week attacked the Government's Bill for education support grants as "the thin end of the wedge, substituting central priorities for local ones at local expense".

The ACC supported the principle of the Bill, he added, but regretted that no new money was available.

Lord Ridley was speaking during last Thursday's debate on the Education (Grants and Awards) Bill, which enables the Education Secretary to hold back up to 0.5 per cent of councils' Rate Support Grant money for education. The Bill would allow the Secretary to channel that money to individual authorities for Government approved schemes.

Teacher disciplined for writing letter

by Richard Garner

A teacher has been carpeted by his local education authority for writing a letter to a national newspaper which criticized the management of his school.

Mr Robert O'Keefe, a member of the National Association of Schoolmasters/Union of Women Teachers at the Groves High School in Wrexham, Clwyd, has been disciplined by the county council over a letter he wrote to *Education Guardian* just before Christmas.

In the letter, which did not name his school, Mr O'Keefe said: "Twenty years ago, I was held sufficiently competent to educate my pupils according to the prescribed syllabus and established schemes of work. Judgments of my own performance in the classroom were made by singularity of few people - the head of department, the headmaster and inevitably awe-some inspectors."

"I now find that the classroom activities of my colleagues and myself are under the constant surveillance of an inordinate number of management personnel, totting bleepers, Christian names and a miscellany of assorted assessment procedures, profiles and job descriptions."

"The dismissive arrogance of so many of them, compounded by their apparently complete commitment to educational ephemera, probably does more to undermine the morale of

practising teachers than the 'hordes' of disaffected youngsters who are personally confronted with the systems approach to their learning."

A disciplinary panel set up by Clwyd County Council found him guilty of "unprofessional conduct" on Monday and gave him a first written warning - which will stay on his file for a year unless there is a further breach of the disciplinary code, in which case more serious action would be taken.

Mr Keith Evans, Deputy Director of Education for Clwyd, said that the content of the letter had been found to be "derogatory" to the school but added that it did not mean that teachers would be prevented from writing to newspapers in future. However, he added that teachers contemplating letters in future would be well advised to check that their content did not cast a derogatory light on their school.

Mr Hywel Thomas, regional official of the NAS/UTW, said that teachers had withdrawn goodwill in Clwyd schools last week as a result of the impending disciplinary action although this action had been withdrawn for the hearing. He added that the union was planning a meeting with the authority because "the whole question of teachers' standing as regards their civil rights and freedom of expression" had been highlighted by the case.

Union warns of jobs at risk

Teachers' jobs are at risk as never before, says a report which has been prepared for the National Union of Teachers' annual conference this Easter.

The report, which calls on the union to give top priority to avoiding compulsory redundancies, warns that government rate-capping legislation is likely to bring widespread compulsory redundancies for teachers in its wake.

The report, approved by the union's executive, says that - in one authority alone - some 3,000 teaching posts would be lost if the government's sought-after "new powers" were approved by Parliament.

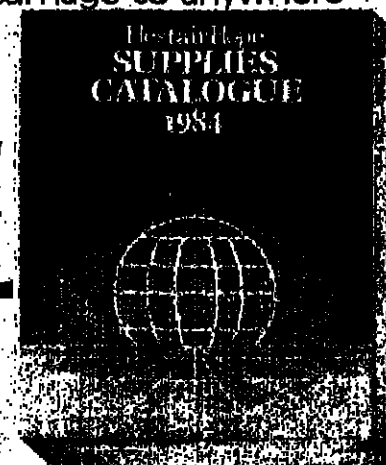
"I say the union has a 'proud record' in saving off compulsory redundancies, but adds: 'All members of the union must be very aware that 1984-85 and 1985-86 will in all likelihood see very serious job losses'.

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IN BRIEF

TUC meeting

The TUC is to meet Sir Keith Joseph, the Education Secretary, next month to press its call for a new national education advisory body. It believes that such a body is necessary to coordinate the reforms in curriculum, exams and teacher training that Sir Keith outlined in Sheffield.

Caning dispute

Cumbria County Council has refused to recognize the declaration of a collective dispute by the National Association of Schoolmasters/Union of Women Teachers over its plan to phase out corporal punishment. The union says it will take up the matter "at national level" if the authority again refuses to recognize the dispute.

Girl technician

Mrs Frances Dagg, aged 23, a software development engineer from County Down, Coventry, was awarded £250 recently in London as the 1983 Girl Technician Engineer. The Caroline Haslett Memorial Trust and The Institution of Electrical and Electronics Incorporated Engineers sponsor this award to focus attention on electrical and electronic engineering careers for women.

PAT in talks

Labour leaders of Liverpool City Council have been forced to allow the non-striking Professional Association of Teachers to take part in discussions about the reorganization of the city's secondary schools. Following its threat to take legal action, the city solicitor told PAT it could attend the meetings.

Robot course

Preston Polytechnic is to set up a centre to train local businessmen in the use of robots. The Poly planned to install a £30,000 robot this month, and hopes to put on an HND course in computer-aided engineering.

Printers' plea

Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers have turned down a plea from the print-union, the National Graphical Association, for financial assistance in its dispute with the Stockport newspaper proprietor, Mr Eddie Shah. Support was not offered because the NGA was in defiance of the 1982 Employment Act over the way it had organized mass picketing.

Science leader

Mr Peter Scott, headmaster of City of Leeds School, is the new chairman of the Association for Science Education. Mr Scott previously ran science departments at schools in the city and was a science adviser for five years.

Summer trip

Mrs Dorothy Dalton, a Harrow maths teacher, plans to take a dozen disadvantaged teenagers to the Soviet Union, Mongolia and China in July. Journey of a Lifetime (JoLT), the organization she founded, is contributing £1,500 towards each person's costs, but the remaining £300 will have to be raised by the youngsters and the school or community supporting them. Teachers in Greater London may dominate deserving pupils, aged 15 to 19, by writing to JoLT c/o London Broadcasting Company, Gough Square, London EC4P 4LE, before January 30.

NUT man quits

Mr John Booth, National Union of Teachers press officer for the past two years, is leaving his job. The union hopes to find a replacement for Mr Booth by the time the Education Secretary, Sir Keith Joseph, visits the union's headquarters in London next month.

ILEA inspectors issue guidelines to combat possible indoctrination

How to handle controversial subjects in class

by Nick Wood

Teachers have been told to face up to their own prejudices before tackling controversial topics in the classroom. This guidance comes from the Inner London Education Authority's social science and history inspectors and is aimed at eliminating the possibility of teachers indoctrinating their pupils. It is contained in a 108-page document on social sciences that the inspectors have sent to all secondary schools in the authority.

One section gives examples of controversies – the use of firearms by the police, attitudes to rape and racist violence – and sets out how teachers should approach them in their lessons. "Teachers need to recognize that since they speak from a position of authority in the classroom their opinions can have a considerable influence on the thoughts and actions of pupils," it says. "Many teachers would find such a

position of neutrality difficult to maintain and some would argue it is inappropriate. What is essential, however, is that teachers carefully examine their own views on controversial issues and make an honest appraisal of their personal bias."

"It can be very helpful for pupils to know their teachers' views, providing these are offered as one among many possible perspectives on an issue with no more weight or 'truth' than any other."

Mr Trevor Jagger, ILEA's chief inspector for schools, has already told the headmaster of Dancourt School in east London to bring the guidelines to the attention of Mr Chris Searle, the acting head of humanities, who has written that children should be taught "the righteousness of revolutionary violence" against American "imperialist tyranny".



Barry Taylor: settlement urged

Parents' evening boycott

Teachers in Somerset are boycotting parents' evenings because they are being refused travel expenses. The 1,000-strong local federation of the National Association of Schoolmasters/Union of Women Teachers claims its members are being asked to do "unpaid voluntary overtime" because of the Conservative-controlled county council's refusal to pay the expenses.

Originally, teachers could claim expenses from capitation allowances for travelling to evening meetings, but this has been stopped by the county council. Instead, it has offered free school meals to teachers on the days they attend evening meetings – and a road-eating snack. Mr Girrod Hollis, secretary of the Somerset Federation of the NAS/ UWT, said: "There are authorities which pay travelling expenses – such as Devon, Avon and Wiltshire – and it strikes us that Devon is very like us in that many teachers live in rural areas and have a long way to travel to and from meetings."

The county council said it was trying to rectify "an unfair system in which some teachers did get expenses and some didn't". It could not introduce a travel allowance for all teachers now as this would be too costly.

Mr Barry Taylor, the chief education officer, has urged both sides to go together amicably to settle the dispute. He said: "I would encourage teachers to make their own arrangements for transport."

Two schools get complaints notices

by Bert Lodge

Sir Keith Joseph, the Education Secretary, has issued notices of complaint against two religious schools. A Jewish primary school in London, where secular studies do not begin until some pupils have been on the premises for nine hours, faces closure if drastic changes are not made. HM Inspectors found secular instruction amounted to only 4-6 hours a week compared with the recommended minimum of 20 hours for children over eight.

A Notice of Complaint under section 71 of the 1944 Education Act was filed against the school and against another religiously-orientated school, the Coventry Christian Academy, also visited last year by HMI.

The schools must now make specified improvement or be struck off the Register of Independent Schools.

An independent school proprietor has a statutory right of appeal against a Notice of Complaint to a specially convened independent schools tribunal. The appeal must be lodged within one month of the notice. It is a criminal offence to operate an unregistered independent school.

The Talmud Torah Machzikei Hadass school, Hackney – with 248 boys on the roll – is run by the orthodox Jewish Belz community whose first language for the majority is Yiddish.

Relationships within the school were found to be good with a strong sense of community and the boys friendly and open.

But Hebrew studies predominate and although the boys enjoy them they cannot, as conducted at present, be considered to contribute to secular education. Consequently "the time allocated to secular education... is far too short to enable proper courses to be developed and implemented. Further, the timing of the periods, which start between 2 p.m. and 4.45 p.m., is quite unacceptable, coming as they do when boys have been on the premises for up to nine hours."

The report points out that 15 hours a week is the recommended minimum for pupils under eight and 20 hours for older pupils.

All Hebrew lessons are conducted in Yiddish and the report criticizes the teaching of both "Hebrew language" and "Hebrew history". It says: "Any translation is always from Hebrew into



The Talmud Torah Machzikei Hadass school

Yiddish "and the standards are not very good. Most of the boys appear to have difficulty in rendering simple words and phrases into English; some are clearly incapable of this altogether."

The Coventry Christian Academy was founded in 1980 by the Coventry Bible Baptist Church and its principles and curriculum are those of the Accelerated Christian Education Inc (ACE) of Louisville, Kentucky. The 35 pupils on roll range from 4 to 18-year-olds and are mostly from the congregations of three churches. No member of staff has a teaching qualification nor have they ever taught elsewhere. The principal and the head have degrees from the Bible Baptist College, Springfield, Missouri and the Tennessee Temple College, neither institutions being recognized by the DES as degree-awarding.

"The lack of qualifications and experience at all educational levels of the staff is a serious drawback to the school's development and is currently placing children at risk."

The report concludes: "The school's approach to learning has not been adapted to suit the needs of the British educational system."

'Casual labour' condemned

Mr Peter Dawson, NATFHE's general secretary, said last week that it was disgraceful that thousands of college and polytechnic lecturers should be treated as casual labour forces. NATFHE wants regular part-time lecturers to be issued contracts for at least one academic year, four weeks, notice for non-regular staff and four weeks' pay instead of notice if classes are cancelled because of low enrolment. It estimates that there are about 80,000 part-time staff who account for between 10 and 25 per cent of all further and higher education teaching in the public sector. Negotiators will also ask for improvements in pensions, maternity and sick leave.

Some passes should fail

by Philip Venning

Far too high a proportion of inadequately qualified students are admitted to BEC Higher Diploma courses at West Bromwich College of Commerce and Technology, and in some cases they are given passes for work that ought to fail, according to the Inspectors.

In a report on business studies and related subjects at the college, the inspectors devote considerable space to the weaknesses of the BEC Higher Diploma course. The student intake was markedly different from that generally found on such courses – half were admitted at the principal's discretion with few if any qualifications. "There were some very surprising cases in this category; some students who had failed courses at this level elsewhere, a student who failed a BEC National, a student with no formal qualifications since leaving school in the mid-sixties, and many cases where GCE O'level was the only formal qualification offered."

In addition, many students were from overseas and had language difficulties, while those with A levels often only had a single grade E. This admission policy gave rise to concern: "It was doubtful whether the standard of a course at this level could be sustained with the present intake."

Examples of excellent teaching were seen, particularly the quality of the written work. However, the marking of work in some cases is over-generous, particularly where weaker students are concerned.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.T.S.

denits are concerned and pass marks have been awarded for work that does not reach the minimum standards normally associated with this level of study.

The inspectors are also worried about foreign language teaching in the two-year secretarial linguistics course. There was no provision for the general education of business students; which was unusual for full-time 16 to 19-year-olds – a deficiency the college should make good, the report says.

The resources available to business and secretarial education were good (though there was no money available for buying library books when the inspection took place). The buildings, however, ranged from the "crumbling" to others that were makeshift and temporary.

ESFA to debate misgivings on football school

by Bert Lodge

A special general meeting of the English Schools' Football Association has been called for February 18, after the announcement last week by the Football Association that the much-heralded school for the country's best schoolboy footballers will open in September.

The decision to hold the meeting reflects the concern felt by the ESFA, and undermines the claim made by Mr Bobby Robson, England team manager, at last week's public launch of the scheme, that the ESFA was cooperating.

He told a press conference that the ESFA, the governing body for the game in more than 20,000 schools, had invited all its members to submit names of potential star pupils, "and we have had a good response."

He added: "We need to work hand in hand with ESFA. Basically, they know the best young players in the country."

But no representative of the schools' association was on the platform and although the president, Mr Adrian Redford, was present he refused to comment.

The association has already published a "white paper" (TES, November 18) setting out its misgivings about the plan which will install 25 youngsters in September at the Lillleshall national sports centre, Shropshire, for a two-year stay. A further 15 will join next year and all will attend Lillleshall comprehensive school, eight miles away, with special coaching at the centre. The scheme is to be financed for four years by General Motors.

The schoolmasters are worried by the pastoral implications. While it is known the ESFA council has agreed to ask its 500 local associations for names of boys, it is understood that only a small number have responded because of the widespread resistance to the idea in schools.

At the same time the ESFA has welcomed another centre, part of Mr Robson's blueprint for improving the national side. These are the centres of excellence which are to be set up at Canon League clubs and at which boys will benefit from coaching from the age of 11. The general feeling among school level administrators is that this will benefit the game across a broader reach and that it would have been better to get these centres established before considering a national school.

Even then, accepting that boys may be selected from the age of 11 represents a considerable concession by the schools to Mr Robson's eagerness to get his hands on tomorrow's stars at as early an age as possible.

Hitherto, boys have not been allowed to attend any club for coaching before the age of 14 and the head's permission is still needed before the first formal contract of "associated schoolboy" is signed. It is expected that most of those selected for Lillleshall will in fact be associated schoolboys.

But the inspectors say that the girls should be encouraged to widen their careers interests, and to study design and technology. "The work of the classroom should give more opportunity for challenge, investigation and an approach through problem-solving."

In a highly complimentary report on Brook County Primary School, Wye, Kent, the inspectors praise the "broad and exciting range of work being successfully undertaken", with very limited resources. A start had been made to buy more books but the task ahead was daunting. The youngest pupils in particular needed a broader range of learning experiences, with materials such as sand and water, as well as constructional apparatus. A report was also published this week on Robert Shaw Primary School, Nottingham, in the autumn.

Damages for putting on weight criticized

The president of the Physical Education Association, the professional body for PE teachers, has criticized the award of more than £9,000 damages to a girl who broke her leg in a PE lesson, then put on five stone from eating sweets while in hospital.

Because of the extra weight her ankle twice gave way causing further fractures.

At the age of 11 and already weighing 10 stone, Wendy Tillotson – now aged 16 – had been injured after she was ordered to attempt a 2ft 6in hurdle at Belmont Middle School, Harrow.

Dr John Kane, president of the PEA and director of the West London Institute for Higher Education, said he could accept that damages might be awarded for a broken leg but not for getting fat.

"Anybody putting on weight like that can't hope to sustain the recovery of a broken leg. Both the hospital and the parents must bear some responsibility when they saw the weight of the girl

Wendy Tillotson... put on weight after an injury in a PE lesson



going up." But Mr Justice Mara-Jones, fixing the award at £9,238 last week said: "She is entitled to compensation for the fact that she became so grossly overweight which certainly made her look less attractive."

Outside the High Court in London Wendy said: "I didn't eat many sweets before but in hospital I was just so bored I ate anything and everything. There were boxes of chocolates 'just piling up' and sitting there so I ate them."

Her mother, Mrs Sheila Tillotson, is to get £2,316 of the award to repay her for the cost of a holiday to cheer her daughter up and for putting her in a

private school a year earlier than she had intended because it would have been embarrassing to send her back to her old school.

Dr Kane said he did not think it improper to ask the girl to attempt the hurdle, although perhaps 2ft 6in was a bit much for an 11-year-old who weighed 10 stones. "Prudence would have dictated that the teacher have not just one size of hurdle but a variety. That would have been pedagogically sound."

Harrow council admitted liability in the case. The PEA reported a dramatic rise in litigation against PE teachers last year and advised them to take out additional insurance.



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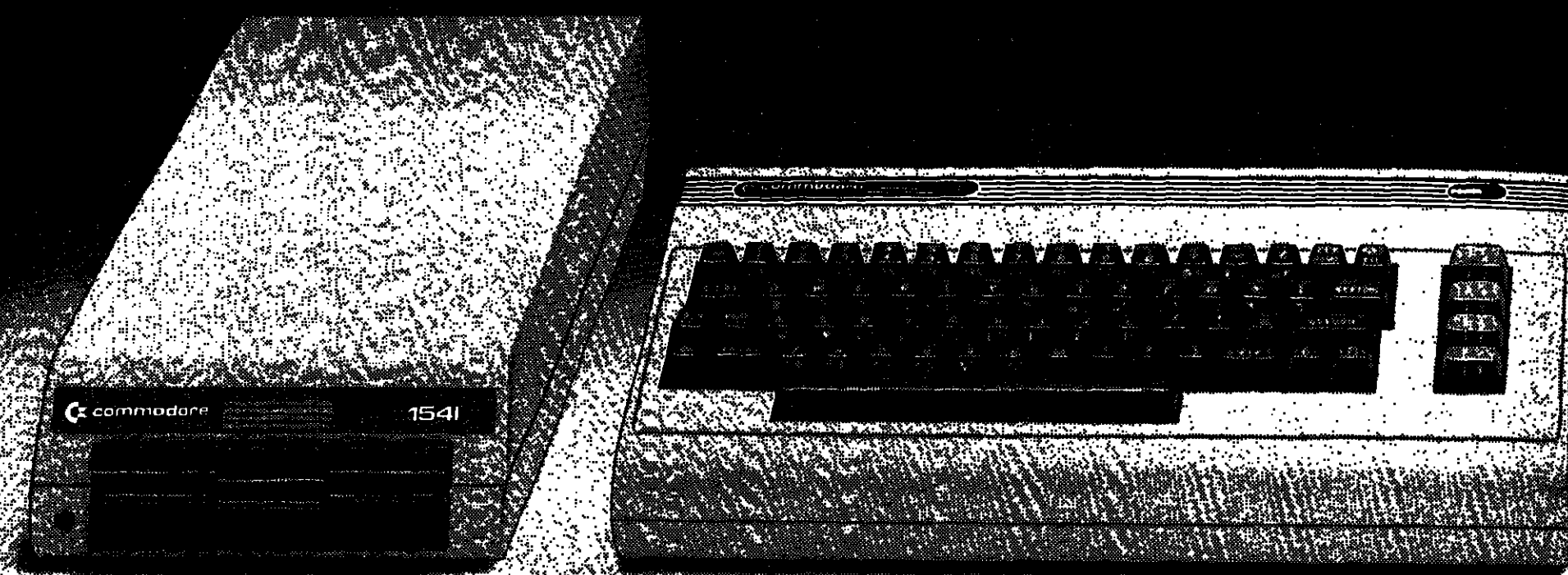
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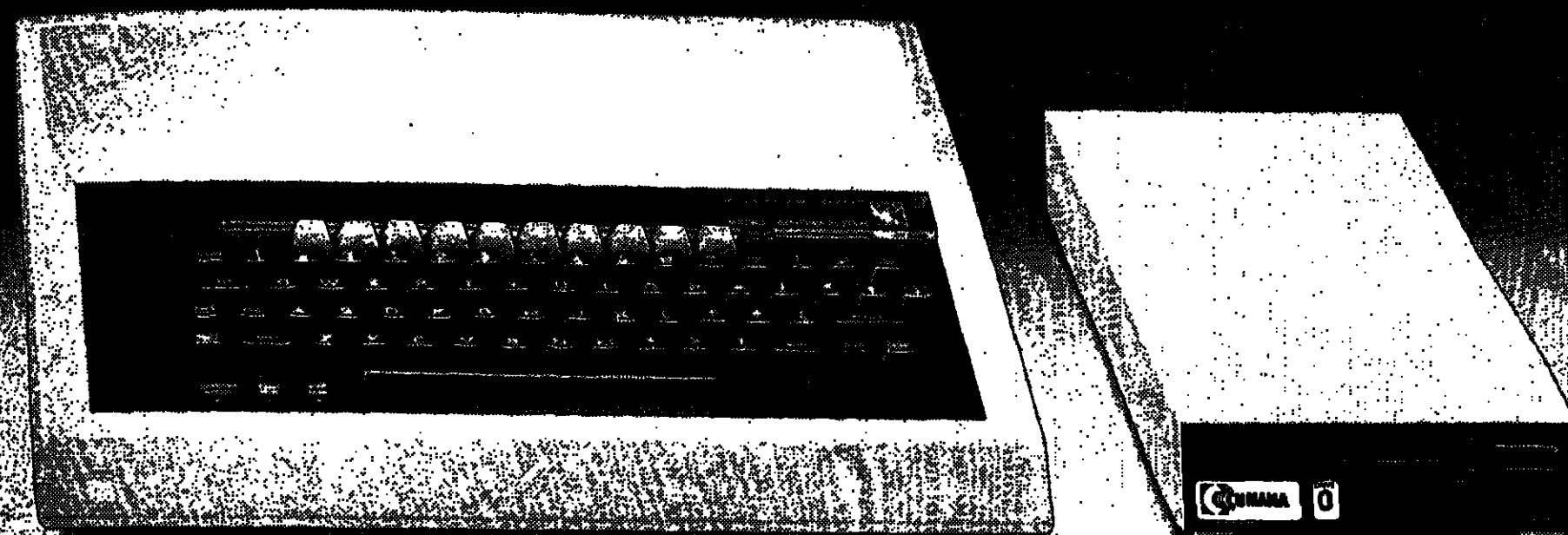
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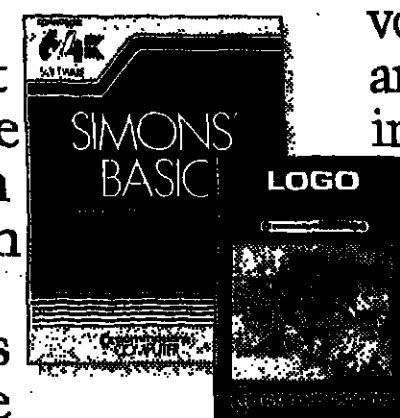


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SCHOOL TO WORK

MSC plans £1/4m Channel 4 series

The Manpower Services Commission is to pay Channel 4 £250,000 to set up and broadcast a series of programmes this spring.

The deal has been approved by the Independent Broadcasting Authority which says it sees it as an experiment in extending educational broadcasting.

The programmes will be aimed at trainees - college lecturers involved in teaching trainees for MSC schemes like the YTS, and training staff in industrial firms in the main.

Channel 4 has received bids from

independent production companies for six weekly documentaries, which will be broadcast during the morning outside the existing Channel 4 air time

Edited by
Mark Jackson

and later repeated. They will be followed by broadcast discussions.

The deal is the first to be negotiated by the MSC's broadcasting unit,

headed by Miss Jean Sargent, the former IBA education officer. Major projects involving other broadcasting organizations are in the pipeline.

Both the Commission and Channel 4 would have liked the ITV broadcasting companies to have put forward proposals, but they have said they are not interested.

With the series planned to begin around Easter Ms Naomi Sargent, Channel 4's commissioning editor, will have to award the contract within the next few days. The choice is being

made jointly with the MSC.

Meanwhile, the BBC's Continuing Education Department is about to screen a series of programmes on the YTS also aimed at trainees, but made without any MSC funding.

Some of the BBC staff involved say that their own experience of MSC pressures to influence the content of the programmes suggests that the Channel 4 programme makers, whose editorial independence is formally underwritten by the Television Act, may have a fight on their hands.

YTS agencies 'could go bust'

The head of Britain's most experienced private training organization warned this week of the likelihood of financial crashes among many of the agencies who are involved in the Youth Training Scheme. He forecast that only the companies with strong backing and high expertise were likely to survive into next year's programme.

The warning from Mr Mark Pittman, joint managing director of the publishing and commercial training group, came on the heels of a report which accuses many of the private training agencies of running cheap and nasty versions of the YTS and exposing youngsters to the risk of exploitation by employers.

It alleges that massive sums of public money are being offered to agencies without effective checks on their financial standing or their experience in training young people.

The report comes from the Birmingham liaison committee of NATFHE, the college lecturers' union, who say that the large scale incursion of the private training firms into the YTS - unforeseen by the scheme's planners - poses a major threat to the future of the colleges.

To make a profit out of a funding formula that was never intended even to cover the full cost to employers, the private agencies can only spend something like half the amount per trainee that it costs a college. To do this they have to pay their staff considerably less, work them harder, and cannot afford to ensure that they get proper training, alleges the report.

NATFHE says that in the Birmingham and Solihull areas, where recession has meant a serious shortage of YTS places with employers, the private agencies have been given well over half the approved Mode A places and the Mode B places (in colleges and in voluntary agency and local government schemes) are only a quarter of the total.

But the agencies have had difficulty in placing youngsters for work experience with employers, and most of the trainees have ended up in shops and small offices and workshops where it is

difficult to monitor their treatment without an army of field workers.

The report, which alleges that some of the agencies in its area had misled the area manpower board over their experience, appeared to have financial problems, or had not complied with company law, said that the fact that most of them had not been able to recruit enough trainees would add to their difficulties.

It forecast that in the end a small number of firms prepared to forgo quick profits would establish themselves as the long-term market leaders.

Mr Pittman, whose group owns Pitman Training Services, whose Birmingham YTS scheme attracted some criticism in the report - none involving either its finances or its training experience - said that to break even required that around 80 per cent of places should be occupied.

The company was probably beginning now to break even in its YTS operations throughout the country, and hoped to avoid a loss next year but only because the demonstrated quality of its training and its success in placing trainees in jobs should increase the flow of youngsters.

But the margins were very tight, and he could not see how the companies, which were less successful in recruiting trainees, and did not have the same financial resources, could hope to stay in business.

An employer member of the area board said he had been worried about the inadequacies of some of the private agencies - there was a great variation in their quality, and it was beginning to show up in their financial position.

He mentioned one project which was providing excellent training, had a 93 per cent occupancy, and was making "a reasonable living" for its owner. Another scheme was so poor that trainees were leaving after a few days and the company was heavily in debt.

But he was confident that the MSC's new checking and monitoring procedures would be effective in weeding out the poor schemes and bringing others up to standard.

Tokens of sex equality

by Hilary Wilce

Extending equal employment opportunities without tackling the factors which cause boys and girls to develop different career expectations is only tokenism, according to a new Schools Council pamphlet.

The pamphlet outlines the many ways in which schools encourage pupils to have narrow expectations. These include labelling and option choices, school organization, pupil-teacher relations, curriculum materials and discipline can all convey messages to boys and girls about their place in society, it says.

It also points out that theories of vocational choice have failed to take account of gender. Girls may come to regard a job and a family as alternatives, for example, and so be reluctant to invest time and effort pursuing a long-term career.

The authors, Ms Lesley Kant, a senior secondary adviser with Norfolk, and Ms Marcella Brown, assistant principal careers officer with Northamptonshire, say that for real change to come about teachers must be prepared to recognize sexism in themselves, their pupils and the education system.

Jobs for the Girls? by Lesley Kant and Marcella Brown. Schools Council, Newcombe House, 45 Notting Hill Gate, London W11 3JB (free while stocks last).

SDP just dodges the call-up

The SDP has narrowly avoided being led into backing a form of conscription for young people. The call from its leader, Dr David Owen, for a scheme of voluntary national service, is a last-minute compromise.

Dr Owen, addressing the Council for Social Democracy in Birmingham recently, called for a "national voluntary effort to correct some of society's deficiencies" in the form of a community service scheme for people of all ages but likely to appeal mainly to the young.

At the same time he put forward a proposal for a smaller scheme of military training based on a year of regular service followed by a seven-year reserve commitment. His speech rejected the idea that either scheme should be compulsory - but that was the basis of the drafts on which some of his advisers had been working only a few days earlier.

Mr Nicholas Hinton, director of the National Council of Voluntary Organizations, who is an SDP parliamentary candidate, was told at the last minute of Dr Owen's decision to espouse the scheme and tried to persuade him to drop the whole idea.

He pointed out that the National



Nicholas Hinton: advised against

Service lobby had been trying for years to get the other political parties to adopt it, and that they had failed because it was regarded as impracticable and a "red herring" by most of the voluntary agencies and the youth movement.

Dr Owen could not be persuaded to abandon the proposal altogether, but heeded the warning from Mr Hinton and his political advisers that the party could not afford to be seen to favour any form of compulsory service.

Ironically, Mr Hinton is currently leading a fight to save the existing limited programme of opportunities for community service under the Youth Training Scheme, threatened by Government cuts reported on this page.

Horses for courses . . .

by Diane Spencer

Most employers still prefer university graduates from full-time degree courses to sandwich course students, a conference organized by the Industrial Society was told last week.

But employers' recruitment preferences vary according to the type of business they are engaged in, Miss Betty Hollinshead, head of the staff development unit at Manchester Polytechnic, said.

In engineering and technology most employers favour sandwich course students, but in scientific areas and professions such as architecture, employers prefer full-time students.

These were some of the preliminary

findings of a study of 20 per cent of graduates in 1982 carried out by the unit. The study indicated that the number of graduates who had found work had increased by 7.5 per cent between 1977 and 1982.

A spirited defence of sandwich courses sponsored by industry was made by Miss Joanna Baily, a former business studies student at Baling College.

Miss Baily argued that her course had allowed her to build up contacts, given her insight into the company's operations, and enabled her to assess her suitability for the job.

L.e.a.s fight

The Government's plan to cut heavily on the provision of Youth Training places outside industry in the coming year is meeting fierce resistance from local authorities and the voluntary organizations. They regard the attempt as a move to switch resources away from the most disadvantaged groups of school leavers.

Mr John Pearman, deputy education chairman of the Association of Metropolitan Authorities, has written to the employment Secretary on behalf of the local authority, voluntary sector, and youth organization members of the Youth Training Board calling for an urgent meeting.

NEWS

Suffering in silence

by Richard Garner

Disadvantaged schools have suffered in recent years because of "a conspiracy of silence" over staff, says Mr Alan Barnes, headmaster of Ruffwood school in Kirkby, Merseyside.

In an article for the Secondary Heads Association's biannual magazine, *Review*, Mr Barnes says the silence has been "induced partly by politeness and partly by fatalism".

Teacher unions have not done as much as they should to help their members or the pupils in disadvantaged schools, he says. "They have acquiesced in the whittling away of the value of Social Priority Area allowances by inflation, tacitly accepting the argument that the ending of teacher shortages removes the need for them and giving undue weight to the weaknesses of the scheme, notably the tough justice involved in necessary

ly invidious decisions about which schools should be designated.

"In the face of teacher unemployment, they have argued, locally and nationally, in favour of more teachers for disadvantaged schools, but failed to acknowledge that the greatest need of such schools is for better teachers."

Mr Barnes says the fatalism and politeness comes about because "it is not easy to say without giving offence that there exists a pecking order among schools and that other things being equal and with many distinguished and honourable exceptions, teachers, given a choice, go to Eton rather than Gasworks Street, to a leafy suburb rather than a city centre."

"What are the current responses to this problem?" he asks. "The Inspectorate tell us no doubt correctly but not necessarily very constructively, that

disadvantaged schools frequently fail to make sufficient demands on their pupils.

"The Secretary of State repeats this message and suggests incompetent teachers and inadequate heads should be sacked. There is little doubt that disadvantaged schools have more than their fair share of teachers of indifferent quality, though it is also true that some of their teachers might have coped in easier circumstances."

He concludes: "If we are not prepared to accept the inevitability of a situation in which schools serving the most needy of the nation's children are in a permanently handicapped position in terms of attracting and retaining teachers of high quality, these facts need to be faced squarely and action taken."

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- J. Hunt, Headmaster

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Handwritten note: "The first is 15/6"

NEWS

More ammunition for the pay fray

Richard Garner looks at the information collected by the pay data working party and considers how it may affect the ensuing round of negotiations

Teachers' pay negotiations start in earnest next week with both sides having access to a welter of information not previously available to members of the Burnham Committee, which negotiates teachers' pay.

This all stems from the pay data working party set up by both sides last year to counter criticism from arbitrators that the committee never really got down to serious negotiations. Arbitrators adjudging the 1982 teachers' pay claim said, in reaching their conclusions, that it "may well be that the parties have got out of the habit" of "bargaining in good faith". Claims too often were ending up at arbitration or with enquiries into teachers' pay — such as the Houghton and Clegg exercises.

They added: "The parties could make a serious and sustained joint effort to improve the data base for negotiations, covering pay levels, salary structures and other matters both within the teaching profession and elsewhere. We recommend that they put this in hand."

Thus was born the pay data working party which was given the task of compiling background information for

the continuing account in recent speeches by ministers about the need to weed out incompetent teachers from the profession.

However, against this the research has been unable to come up with any data which shows that the agreed drop in morale in the profession is attributable to pay levels.

It is over the comparison of teachers' pay with those of other professions that most of the arguments will take place, though. The researchers took a look at the index of average salaries which is drawn from the New Earnings Survey and compared the pay of teachers with those of other groups — such as accountants, police, Armed Forces, chemists, office managers, further education lecturers, company managers and civil servants.

In addition, the Department of Education and Science was asked for and supplied comprehensive statistics about teacher employment over the past 10 years.

In addition, they drew up a list of fringe benefits available to professions outside teaching — which is reprinted in the document — and an estimate of the value to individuals of perks such as company cars.

In setting out the information, they have also reprinted job descriptions of the various professions — including those of the different categories of teachers.

Comparisons in the survey stretch back 10 years and it can clearly be seen that teachers have fallen behind the salary levels of other professions since the Clegg commission of inquiry into teachers' pay five years ago.

However, they do not come out so badly when their pay is compared with that of their counterparts 10 years ago — although it has to be remembered that 1973 was the year which saw pressure for the Houghton inquiry into teachers' pay. Houghton gave them a substantial boost in salaries and it looks now as though their level in the salaries league table is returning to the pre-Houghton position.

Still on pay, the local authorities can point to the fact that statistics supplied by the DES show that the average teacher's pay in 1982 — at £8,303 — was well above the average for the country as a whole.

However, teachers' leaders can point to the fact that the profession which has led to so many of their members being trapped in Scale 1 or Scale 2 jobs with the result that there are far more earning under this average than above it.

Teachers' figures say that these figures — showing the deployment of teachers throughout the various salary scales — mean that the majority of their members are now earning below the average salary in Britain.

Perks for the bosses rise over past 10 years

Top executives are receiving more perks than they did 10 years ago, according to statistics contained in the report.

The figures, which were gathered by Intucon, the management consultancy firm, show that 77 per cent of the 6,000 executives surveyed had full use of a



Doug McAvoy... valuable exercise

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "It reinforces our own calculations that teachers have fallen seriously behind and, in particular, it underlines the need to reform the salary structure."

"It is a scandal that two-thirds of teachers earn no more than the average wage — why give up seven years to additional education when two-thirds of the profession are at or below the

improvements in conditions for the teachers over the past 10 years — the figures for pupil/teacher ratios in schools have improved from 27.5 in primary schools and 17.7 in secondary schools in 1970 to 22.3 and 16.5 respectively in 1983.

Any worries about the inclusion of job descriptions seems to have been pre-empted by the caveat when the working party was set up that neither side is bound to consider that any particular piece of information has the same importance as that attached to it by the other side.

However, for good measure, the job of a teacher of a junior or preparatory class includes the need for the teacher "to try to develop character and reinforce the fundamental principles of honesty, fair play and manners by teaching and personal example".

The job of an infant teacher, too, "may include looking after the physical needs of children — for example, milk, meals, toilet, washing".

It remains to be seen what use will be made of the information compiled during the negotiations. The local authorities' side will still insist that Government rate-capping legislation limits their ability to meet a pay increase.

And the teachers admit they are wary about drawing conclusions from the New Earnings Survey. If its figures are always compiled from the pay of

the various professions incorporated in its survey as from April 1 and — if a pay settlement has not been agreed by that date — then it will not appear on the survey until the following year.

Since teachers' salary rises normally take effect from April 1, but often have to be backdated because negotiations are not completed by that time, they may sometimes be seen from the survey to be worse off than they actually are.

In the end, the pay data report may ensure that the rhetoric advanced by both sides in support of teachers' claim and local authorities' offer is more factually based than before.

However, in itself, it is unlikely to influence the size of the settlement. It may point to the urgent need for salary restructuring but the local authorities

R.A.F. PILOT

are likely still to want to hold on for some extra financial support from the Government in the rate support grant settlement for 1984-85 before reaching agreement on this.

In addition, the mere fact that teachers' pay has slipped behind other professions since the Clegg award of four years ago is unlikely to persuade the local authorities that they have a find extra money from other sources to pay the teachers more. Many will argue that they could not find the money even if they wanted to.

Some comparisons recorded in the pay data working party report

Profession	Average pay (1974)	Average pay (1978)	Average pay (1983)
Chief executive (private company)	£13,308	£21,136	£42,281
% increase to '83	217.8%	100%	0%
Deputy chief executive	£13,308	£19,808	£38,866
% increase to '83	243.8%	101.3%	0%
Other directors	£9,388	£16,287	£28,288
% increase to '83	213%	91.6%	0%
Senior heads of function	£8,545	£14,545	£22,754
% increase to '83	247.7%	97.8%	0%
Other heads of function	£8,897	£9,840	£18,924
% increase to '83	220.9%	92.3%	0%
Senior management (I)	£6,977	£8,778	£16,326
% increase to '83	221.0%	86%	0%
Senior management (II)	£4,748	£8,144	£14,789
% increase to '83	211.6%	81%	0%
Middle management I	£3,894	£7,336	£12,544
% increase to '83	214.1%	71%	0%
Middle management II	£3,808	£6,189	£11,026
% increase to '83	182.1%	70.6%	0%
Teachers: Scale 1 min	£1,448	£2,884	£5,178
% increase to '83	267.8%	74.7%	0%
Teachers: Scale 1 Pt 8	£1,923	£3,846	£6,405
% increase to '83	238.1%	74.7%	0%
Scale 2 max	£2,820	£5,184	£8,132
% increase to '83	223.8%	78.2%	0%
Scale 3 min	£2,288	£4,214	£7,268
% increase to '83	221.0%	74.0%	0%
Scale 3 max	£3,270	£5,868	£10,487
% increase to '83	221%	76.2%	0%
% increase to '83	£3,612	£6,821	£11,793
Dep head 4 max	£2,770	£5,538	£9,972
% increase to '83	238.8%	80.1%	0%
Dep head 8 max	£3,689	£6,782	£12,088
% increase to '83	226.2%	77.7%	0%
Head 5 max	£3,381	£5,889	£12,572
% increase to '83	244.3%	82.6%	0%
Head 8 max	£4,539	£8,373	£16,188
% increase to '83	234.9%	81.4%	0%
Head 11 max	£5,508	£9,579	£18,561
% increase to '83	237%	86.1%	0%
Head 12	£6,496	£11,544	£21,828
% increase to '83	238.1%	86.1%	0%
Civil Service (max pay)	£2,782	£4,578	£8,078
% increase to '83	190.4%	78.4%	0%
Higher executive officer	£3,688	£5,718	£10,218
% increase to '83	189%	78.7%	0%
Senior executive officer	£4,542	£7,032	£12,516
% increase to '83	176.8%	75.9%	0%
Principal	£5,778	£8,728	£15,856
% increase to '83	188.4%	80.8%	0%
Assistant secretary	£5,338	£12,273	£23,168
% increase to '83	177.8%	85.7%	0%
Clearing banks (max pay in selected salary scales)			
Grade 1	£1,684	£2,534	£4,408
% increase to '83	138.9%	78.9%	0%
BA6	£3,514	£6,882	£13,186
% increase to '83	167.3%	89%	0%
Armed Forces			
Private Pilot (captain)	£3,573	£5,817	£12,144
% increase to '83	238.2%	108.2%	0%
Submarine leader	£4,893	£7,457	£15,830
% increase to '83	238%	112.3%	0%
Wing Commander	£5,867	£9,867	£18,738
% increase to '83	219.6%	108.2%	0%
Group captain	£6,548	£10,583	£22,970
% increase to '83	220.7%	117.5%	0%
All commodore	£7,348	£12,845	£28,001
% increase to '83	231.4%	116.5%	0%
Police officers (inspectors and above)			
% increase to '83	£3,826	£7,254	£16,770
% increase to '83	304.4%	118.9%	0%

NEWS

Science staff could fare better outside classroom

Teachers of science subjects would almost always be better off if they took comparable jobs outside schools, according to the report.

Three separate surveys, conducted by the Institute of Physics, the Royal Society of Chemistry and the Institute

of Biology, have shown that their members in schools are worse off than colleagues in industry or working for government establishments, according to the report.

In addition, the surveys reveal that the pay gap increases with age, mean-

ing that promotion prospects are far worse for specialist teachers than in comparable professions.

Both the physics and chemistry surveys were carried out last year — although the biology survey is three years old. The physics survey produced a 50 per cent response to a questionnaire sent to 10,208 members of the institute, the chemistry survey a 63.5 per cent response from 24,408 members, and the biology survey a 32 per cent response to 10,500 questionnaires.

The figures from the Institute of Physics salary survey show that only those teachers aged under 25 ever earn more than their counterparts outside the classroom. But even among those, all earn less on average than those employed by nationalized industries or public corporations. In industry, those in the upper and median pay brackets also earn more than teachers.

The difference between salaries becomes even more marked with age. For instance, teachers aged between 35 and 59, who are near the top of their salary tree, earn only 55.9 per cent on average of the salaries available to their counterparts in nationalized industries or public corporations.

In chemistry, teachers in every age group — on average — are earning less than chemists in government, nationalized industry, commercial or local government employment. Again, the differences in pay become more marked with age.

The differences are even sharper in biology — although the figures here date back to 1980. They show that teachers aged between 35 and 59 earn only 50.4 per cent of the salaries of those employed in industry and 56 per cent of the salaries of those employed in government.



The grass is greener... science teachers would almost always be better off in, say, a government post (below)



Institute of Physics 1984 salary survey

Class of employment	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59
Government (105.2%)	8130 (86.9%)	8360 (88.8%)	8990 (88.8%)	12250 (78.4%)	14000 (78.1%)	14680 (64.7%)	17670 (82.1%)	18320
Nationalized industry or public corporation	7780 (83.1%)	10280 (78.2%)	12800 (74.6%)	15180 (71.6%)	16100 (68.2%)	17030 (66.2%)	20170 (68.4%)	19310 (68.9%)
Industry	6530 (67.3%)	8820 (60.7%)	10630 (68.2%)	12740 (68.2%)	13520 (68.4%)	14850 (74.8%)	14920 (78.2%)	15360 (74.1%)
School	6450	8090	9650	10880	10980	11100	11370	11370
Fellows and Members and Associate Members	8830 (87.3%)	8670 (83.3%)	10680 (80.2%)	12840 (86.1%)	13430 (81.8%)	16140 (73.8%)	18020 (70.8%)	16280 (68.9%)

Institute of Biology 1980 salary survey

Class of employment	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59
Government	n.a.	8280 (100.2%)	6880 (89.4%)	8265 (83.4%)	10100 (71.7%)	11343 (84.2%)	11348 (87.1%)	13046 (86.0%)
Industry	4675	6000 (88.2%)	7182 (86.6%)	8855 (76.8%)	10405 (88.5%)	12200 (89.7%)	12050 (83.2%)	14500 (80.4%)
Schools	n.a.	5280	6850	6880	7240	7285	7817	7308

The percentage figures in brackets for both tables show the salaries in schools, for each age group, as a percentage of the salaries for the same age group in the other employments.



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OVERSEAS

Illiteracy finally viewed as a problem

FRANCE

The realization that France has an estimated 8,000,000 illiterates has sent shock waves through Government circles.

While many other European countries have long recognized illiteracy as a problem, as recently as 1979 the Government of Giscard d'Estaing replied to a joint European-UNESCO inquiry into the subject by claiming: "It does

not exist in France." In the summer of 1982, however, the Mitterrand Government established an inter-ministerial commission to investigate the problem. The resulting 147-page report concludes that only 25 per cent of French people can read easily in their own language, 60 per cent read with difficulty, and as many as 15 per cent are totally illiterate.

Figures vary according to the criteria used to measure illiteracy. UNESCO defines illiteracy as "being unable to

read, write and understand a short and simple text related to everyday life". Taking that definition, one study in Nice concluded that 20 per cent of children in the area were functionally illiterate.

Up to now, literacy projects have been seen as the domain of social workers or independent charitable agencies. The report, however, underlines the need for coordinated action.

Suggested steps include more literacy teaching among young people, particu-

larly those doing vocational training and national service, the creation of a permanent commission funded by the minister, and the national coordination of local campaigns.

Other steps include the development of specialist resource centres, greater use of information technology to combat illiteracy, and the creation of a national network of teachers specially trained in adult literacy techniques.

Anne Goodyear

Ability a better launch pad than social status

IRISH REPUBLIC

John Walsh on a survey of pupil progress

Ability rather than social status is the factor most closely related to progress through the education system, largely determining how far a student goes in the system and how well he or she performs in it.

This is the main finding of a study of 500 pupils carried out by Dr Vincent Greaney and Dr Thomas Kellaghan, of the Educational Research Centre, St Patrick's College, Drumcondra, Dublin.

Over 15 years the authors carefully followed the educational progress of the pupils through the school system up to the time they left school and entered their first occupations.

At the outset they obtained data on such factors as student socio-economic status, family size, primary school attendance, achievement while at primary school, type of primary school attended, personality characteristics, sex, and student ability.

Each year, follow-up information was obtained until the student acquired a job. This information included, where applicable, type of secondary or tertiary institution attended and examination grades.

In monitoring the progress of the sample the authors assessed, at varying points in the system, the relative influence on that progress of a number of educationally "relevant" variables (such as ability and scholastic achievement) and of a number of educational "irrelevant" ones such as gender and socio-economic status.

Of the primary school factors which were related to persistence in or withdrawal from the educational system, the most important was the verbal reasoning ability of a student.

In the case of secondary school

students, the mean level of verbal reasoning ability of those in the system rose consistently from the point of entry to secondary school. This was mainly because lower level ability students tended to drop out or leave the system earlier.

Ability was again found to be important when the researchers considered achievement as measured by public examinations. It correlated more highly with overall performance on the intermediate certificate examination (usually taken around the age of 15) than did any other variable.

The best predictor of a student's occupational status on leaving school was the student's attainment - that is, the level of the educational system which he or she had reached before leaving. The correlation between level of attainment and future occupational status was very close to those found in American studies.

But while ability was the most important factor the authors found that about 30 per cent of the most able students dropped out of the system before they got a chance to take their leaving certificate: the bulk in the lower socio-economic groups.

Previous studies of inequality in Ireland have focused on disparities in social class participation at third level, or at any rate during the period of non-compulsory education. These have given the impression that the problems exist only at that level and thus the solutions should be attempted at that stage.

But Drs Greaney and Kellaghan say it is clear from their findings, corroborated by research elsewhere, that the origins of the problem have to be sought at a much earlier stage.

Equality of Opportunity in Irish Schools - a longitudinal study of 500 students, by Vincent Greaney and Thomas Kellaghan, published by the Educational Company of Ireland, IRE£8.95.



Circuit building... one aspect of the stress placed on the new technology

Introducing teenagers to high technology

WEST GERMANY

Caroline Cuss looks at a pilot scheme for linking vocational and general schooling

An atmosphere of absorbed concentration pervaded the electrical laboratory. A group of around 10 youngsters, aged 16, were building electrical circuits from drawings of immense precision and intricacy. Upstairs, the third class (equivalent to the year before A level) were occupied with a microprocessor-driven implement for moving heavy stock around high shelves in warehouses. In another workshop, youngsters were making cylindrical parts for spray guns.

This was the vocational side of a pilot experiment in integrating general and vocational education, which began in 1978 at the vocational training schools centre in Rüsselsheim, south-west of Frankfurt.

The government-funded first phase finished at the end of December, and the success of this stage has been such that the scheme will almost certainly become a regular part of education in Hesse. The Education Ministry in Wiesbaden is, however, awaiting com-

pletion of the similarly Bonn-funded second phase, due to end in 1986 before it takes the necessary legal step. It is also possible that, as funds from Bonn would cease if the scheme received this rubber stamp, Hesse is reluctant to hurry the matter along.

Herr Reinhold Endress, an official in the Hesse Education Ministry, said: "If the standard of training and the commitment of the teachers remain at the same high level, the chances of the scheme becoming permanent are very good."

The experiment, one of a wide range of schemes which were granted government funds in the 1970s, is unique in West Germany, where general and vocational education have traditionally been kept apart. Herr Rolf Kastner, director of the scheme, and whose brainchild it originally was, feels that the growing role of technology should be reflected more fully in schools.

From the plans he made with 36 other teachers emerged a six-year course in two three-year stages. Pupils begin with the ninth class (aged about 14) and choose a mechanics, electrical or business field. After three years, a year later than in other schools, they take the intermediate exam and, currently, a skilled worker's certificate from the Darmstadt Chamber of Trade and Industry.

After the twelfth year they achieve polytechnic entrance and, if they stay on, in the fourteenth year (also a year later than other schools) they can gain entrance to any university with *Abitur* (A levels) and also a state-recognized "assistant's certificate" in construction and production technology, electronics, or business economics, depending on their field. With this certificate they can also go straight out to work.

Although the principal aim is a university or polytechnic course, a very few leave after the intermediate exam; Herr Kastner described these as the "weaker" pupils. They appear, however, to find work easily and to adapt to the working world without difficulty.

Obviously the scheme, with 40 hours a week of lessons in classroom and laboratory, is demanding and requires a high level of dedication and ability. Although access is open to all, entrance requirements such as a test in German, English and maths, three weeks' practical experience in a firm and promotion from the eighth year of any school are designed to prevent people wasting their time. This selection procedure does not, however, act as a bar to social integration, one teacher maintained.

In order to give the 230 pupils practical experience, they take on, for instance, commissions from electrical guilds, or make car parts under the patronage of Opel, the car manufacturer.

Thus far, results have been very good, with no examination failures at all last year. This year is the first one to do the *Abitur*.

Secretary of State at the Federal Ministry of Education and Science, Herr Anton Pfeiffer, was impressed when he visited the Centre in mid-December.

The scheme has, moreover, been greeted with enthusiasm by virtually all political parties at local and state level. Reactions, said Herr Endress, had been positive. This is remarkable in Hesse, where it has long been exceedingly difficult to reach political consensus about anything.

There are, however, a few clouds in an otherwise clear sky. After 1985 the Darmstadt Chamber, which has been an interested helper and observer, will no longer award the skilled worker's certificate. Instead, a certificate will be issued by the school, and a further six months' training in a firm will suffice to obtain the original certificate. The chamber, although it no longer wishes to operate the certificate on an experimental basis, will "open the door" to firms for those very few early leavers. Herr Kastner's fear is that the original certificate was in some measure a safety-net.

Harassment speeds call for co-eds

AUSTRALIA

Teachers and parents in New South Wales and Victoria have called for the immediate phasing out of all single-sex Government schools following claims that women teachers in boys-only schools have been sexually harassed by students.

There have also been complaints by women of harassment by male colleagues.

The claims have come from the NSW Teachers' Federation, the largest teachers' union in Australia, which represents about 60,000 teachers in the state.

Ms Dorelle Duncan, the federation's women's affairs co-ordinator, said that the number of complaints to the union had increased considerably over the past few months. It had grown into a major issue, because, she said, it had become more involved in educating its

members about sexual harassment. She said that most complaints by women teachers about harassment by boys had been ignored or treated as a joke by principals and senior teachers in boys' schools, the majority of whom were males.

None of the 29 boys-only secondary schools in NSW has a female principal or head, while six of the state's 28 girls-only secondary schools have a male principal.

The education department's policy is for all schools to become co-educational, but this takes time and money, and is currently at a standstill.

Ms Duncan said sexual harassment ranged from obscenity shouted in the corridors to the drawing of pornographic pictures and telling dirty jokes to an incident where a teacher had been accosted by boys in corridors and later received obscene telephone calls.

School principals and to male colleagues had been greeted with the remark that "boys will be boys". The principal had only taken disciplinary action against the boy when all the women on the staff decided to discuss the situation with union organizers.

According to Ms Duncan, women teachers in many of the boys' schools had formed special committees and so-called disciplinary panels to deal with complaints of sexual harassment.

At one school any complaint of harassment by boys, or victimization, is brought before the panel, which investigates and makes recommendations to the principal.

Meanwhile, as a result of the controversy which has surrounded the claims the NSW educational authorities have given an undertaking to look into specific complaints of sexual harassment.

Quebec government's school micro deal attacked

CANADA

Lee McLean on why a plan to buy 9,000 school computers has rebounded on René Lévesque's administration.

The government of Quebec is facing strong criticism for the way it awarded a contract to supply microcomputers to schools.

School officials are angry because their views, put forward at inconvenient and hastily-called meetings, were largely ignored, while potential suppliers are furious because the government led them to believe an open competition was to be held, but then chose one of them after barely going through the motions of considering tenders.

After announcing an ambitious plan in December 1982, nothing appeared to happen until June 1983, when detailed specifications were revealed. No one in the schools or colleges had been consulted, and the government was sufficiently embarrassed to call for immediate feedback. Now it was summer, however, and school officials were unable to prepare their report until October. At the end of October a new government document appeared with a whole new chapter on school requirements. Assurances were given that no decisions would be taken without full participation of school and college representatives.

The Quebec electronics industry was also informed in June of a schedule for the submission and evaluation of bids, which was aborted at the last minute. Then, by telex message, they were given one week at the end of November to tender on 9,000 computers to be delivered starting in September 1984. Five working days were all that was allowed for the preparation of tenders, which had to be limited to five pages.

It was implied that a shortlist was being assembled, and that the real tendering process would come later.

But two days later, school and college officials were summoned to a meeting to advise on the selection of a supplier or suppliers. The meeting broke up in disarray when they heard that Premier René Lévesque had announced in Paris that day that the contract had been given to a Quebec-French partnership. A French micro-computer was to be adapted and manufactured in Quebec under licence.

Attacked by the opposition in the legislature, the Minister of Education replied that wide consultations had been held, that all concerned parties would be consulted in the actual negotiation of the contract and "could one ask for more?" Not surprisingly, the opposition education critic replied that indeed one could ask for a great deal more and vowed to continue the fight.

An ironic postscript to the affair has been provided by the French Ministry of Education. Announcing that France will require 100,000 microcomputers for its schools and colleges in the next five years, the assurance was given for the first time that foreign manufacturers will be allowed to bid.

Civil rights watchdog loses its bite

UNITED STATES

Peter David reports on the Civil Rights Commission's about-turn over racial employment quotas.

pendence. But in a compromise settlement last November Congress and the White House agreed to increase the number of commissioners from six to eight.

Commentators assumed that most former members of the commission would remain in their posts. But President Reagan and his congressional supporters decided instead to appoint six new commissioners politically attuned to the Administration's view.

Reagan's critics say this has stripped the commission of its independent standing.

Before the changes, the commission had been an outspoken critic of the Administration and a strong supporter

of compulsory bussing to end discrimination in the schools.

In a series of strong statements and reports it accused the Justice Department of soft-peddling on bussing, and criticized budget cuts that fell disproportionately on minority groups.

Over recent months, its stance has changed radically. An internal memorandum distributed this month by its new staff director, Ms Linda Chavez, called into question many of the policies traditionally espoused by the commission and advocated a more restricted definition of civil rights in education.

On bussing, for example, Ms Chavez proposes "reassessing" the commission's support of compulsory measures and studying alternative, voluntary measures - a position identical to that of the Administration.

She also wants the commission to pay attention to equality of opportunity rather than to equality of results - a distinction that could have far-reaching repercussions on the way civil rights are interpreted.

One example of how the new inter-

pretation could affect civil rights is in Ms Chavez's suggestion that the commission abandon a planned study of whether cuts in grants and loans to students had fallen especially heavily on students attending black colleges.

The project, she argues, is beyond the commission's jurisdiction unless it were to argue that Federal financial aid is a civil right guaranteed to minority students.

In the past, the commission has often criticized budget cuts which, for a variety of social and economic reasons, fell disproportionately on black students. The commission now appears to believe that little can be done about the complex social reasons for inequality and that it should confine itself to eradicating formal violations of the civil rights laws.

Major changes in the way civil rights are interpreted in education would need the sanction of the courts, and particularly the Supreme Court. And so far, there is little evidence that the Court is ready to review its own generally liberal approach to civil rights.

Old habits are a long time dying

SOVIET UNION

The delay in introducing new teaching techniques recommended by the Academy of Pedagogical Sciences is frustrating educational researchers.

The annual report of the Academy asserts that teachers are continuing to use methods which merely ensure reproductive and regurgitative responses from pupils. Little attention is being paid to the formation of practical learning skills.

Inside industrial and commercial enterprises, managers are also calling for more practical and technical training. Communist theorists and ideologists are demanding that children of all ages should be taught the meaning of Soviet symbols, flags and slogans.

The conflict, inevitable in the opinion of some observers, between those educationalists who are hoping to see more inventive thinking among students, and those who are demanding a return to rigid discipline and traditional learning techniques, is intensifying.

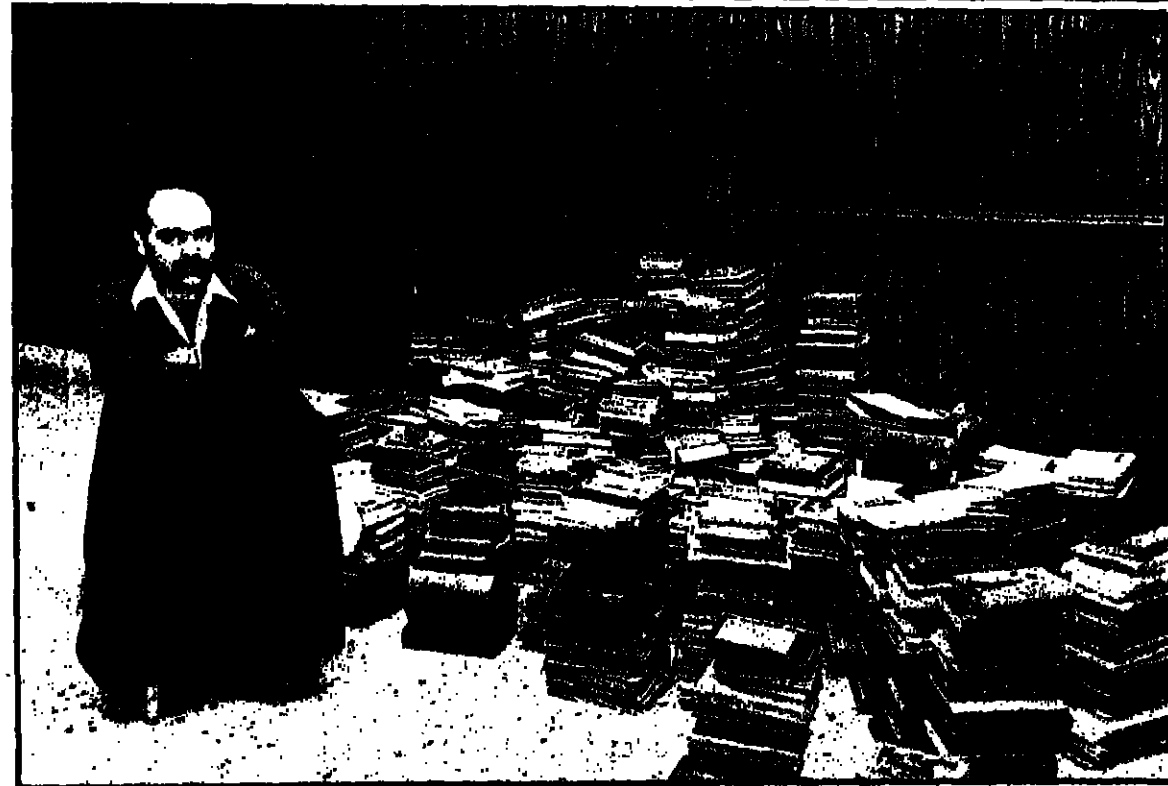
In its report the Academy boasts of the publication of many textbooks and projects covering curriculum, educational psychology, and specialist subject teaching. But it is evident that the way ahead in Soviet education is not at all clearly defined, despite the official statements from the Kremlin.

Improperly trained teachers come in for severe criticism in the report. Many ignore "modern, effective methods of education". One result is that classroom teachers fail to see the links between age and learning capacity, as developed by Vygotskii and Piaget. Shortcomings in this field, states the report, hinder the formation of creative attitudes to work.

Turning to what goes on in the offices of principals and headteachers, the report suggests that there are serious faults in staff and financial controls. Some of the smaller research organizations are also criticized because they engage in petty research.

Kenneth Shaw

Beauty & Brown and Tutors, Oxford
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Book bins: These precariously balanced piles of books are the only "library" available to staff and students at the Gerard Christian Evangelist School in Sidon, Lebanon. The school's library building was destroyed during an air raid in 1982 and the books, like thousands of homeless Lebanese citizens, are still waiting for alternative accommodation.
Photograph: Judah Passow/Network

Minister angers parents seeking prestige places

TURKEY

Bernard Kennedy looks at a dispute which highlights the tremendous competition for places at elite schools.

Tens of thousands of parents have been left confused, if not angry, by the Education Ministry's attempt to change the regulations governing secondary school entrance exams. The credibility of the exams, not to mention that of Education Minister Mr. Vehbi Dincerler, is being openly questioned.

Parents start applying on behalf of their children for places at the prestigious Anatolian Lycées and private secondary schools at the beginning of January. The former are run by the state and offer free education while the latter are fee-paying, but both derive their reputation from the quality of foreign language education they offer. The rate of applications depends on a national, two-round examination taken by 100,000 children in spring and early summer. And many parents had already entered their children for this examination when the ministry announced the change of regulations. Formerly, parents could apply to up to six schools and were therefore able

to include a couple of very prestigious schools. In the hope that their child scored very high marks, But the Ministry's policy change meant they would be able to apply to only two schools in future.

As a result, parents argued that many children could fail to win places even if they actually performed better in the examination than others who were successful. And some parents complained that they would, in practice, only be able to apply to one school.

Mr Dincerler, in turn, argued that the rule change would help to prevent families from being split up as parents would be forced to apply to schools in their home areas.

But in the end, a complicated, face-saving compromise was reached. Parents will be able to apply to six schools (three Anatolian Lycées and three private schools), but all must be situated within "no more than" two provinces.

Although the issue is, in some respects, of minor importance - only 75 schools would be affected by the rule change - it does draw attention to the intense competition for places in elite schools. This will only abate when standards improve significantly in the state sector - and that will take a long time. If only because of the lack of Turkish teachers who speak a foreign language fluently.

New angle on eyesight

CHINA

Bad eyesight in pre-school children is a problem which needs serious attention, according to an article in Peking's daily newspaper.

Fewer than 5 per cent in a sample of six-year-olds had perfect vision, it says, and over half of middle school students have problems with their eyes.

To remedy deteriorating eyesight, the article recommends that children should read books "leaving the space of a fist between the chest and desk; with the book held in two hands and the top of the book forming a 45-degree angle with the surface of the desk."

It also gives extremely detailed advice on the best writing techniques to adopt and even specifies the distance that a child's eyes should be from the exercise book and the tip of the second finger should be from the panton. It advises that elbows should remain on the desk.

When sitting, the child should have his head well balanced; back straight, arms stretched and feet at ease, and when watching television - an activity which should be limited - it should sit more than five times the length of the screen's diagonal away from the set.

Jane Marshall

LETTERS

Alarm at prospect of languages limited to French

Sir - The Modern Language Association is alarmed at the suggestion made by Mr Richard Bird (deputy secretary at the Department of Education and Science) that there may not be the need to teach languages other than French in schools (TES, January 13).

The Modern Language Association represents a wide spectrum of language interests in this country, and it is one of the principal points in our policy that diversification of language provision in our schools is vital. It is untenable that the historical dominance of French should continue into the 1980s when flexibility in the face of a changing world would seem to be important. Indeed, the DES consultative paper, "Foreign Languages in the School Curriculum", issued only a few months ago, makes this very point in paragraph 31: "Our links with European countries make it desirable to study the languages and cultures of as many of them as practicable. Industry and commerce need a strong capability in a number of languages."

The blinkered view of Mr Bird in respect of the school curriculum surely runs contrary to the new deal suggested by Sir Keith Joseph in his recent pronouncements. Proper provision of a variety of languages in our schools is not only a justifiable expense, when one considers the waste of teacher talent, where staff, qualified to teach a variety of modern European languages are forced to teach only French, because of poorly-planned timetables and the like.

This country needs an appropriately implemented national policy which will widen the opportunities of pupils and not narrow them. To this end the MCLA will continue to stand for diversification and extension of modern language studies in the nation's schools.

DAVID MORRIS
Executive Council
The Modern Language Association
24a Highbury Grove
London N5

German stage

Sir - In the BBC 2 *Question of Education* programme on January 9, Mr Fairburn made a rather quaint criticism of the German-teaching at Westminster. He presumably belongs to that school of thought, briefly fashionable in the sixties, which believes in teaching, say, the uses of the pluperfect subjunctive and explaining

words like *gemittelt* in German. We believe (but would not insist, like the dogmatic Mr Fairburn) that it is often worth explaining grammar quickly in English, without being slavishly addicted to any old-fashioned or new-fangled methodology, as it is called.

Our own sixth form seems to have survived the deprivations from which Mr Fairburn considers they suffer. We have more than 60 A level candidates in the sixth form - proportionately

National concern

Sir - I have been asked to write to you by the National Committee of German which noted with deep misgivings the report of the conference of modern language teachers in higher education.

The remark of Mr Richard Bird that the future choice of studying a foreign language would likely be limited to French was not welcomed by the members of the conference.

It is certainly not welcomed by the members of my association who would prefer to believe that the future policy of the DES is enshrined in the words of the consultative paper of 1983 viz: "... if languages other than French are to survive, let alone flourish at school level, they need to be much more frequently offered as a first foreign language" (page 8), and that there should be "opportunities provided for pupils after the age of 16 to learn a second or third foreign language, either as part of an A level course or otherwise" (page 10).

It must be of some national concern that a major European power should present some 350,000 children for examination in French at the three official levels (CSE, O and A) and only some 94,000 in German which is the second most widely-spoken language in Europe - after Russian!

DR KENNETH S. WHITTON
Honorary President
Association of Teachers of German

more than any other school in the country - and each year we put on a play in German. This year's production is going on tour in Germany, so we imagine that the oral fluency of our pupils is of a reasonable standard.

IAN HUISE
RICHARD STOKES
Westminster School
17 Dean's Yard
London SW1

languages (plural) has militated against numbers of students in training at university, polytechnic, colleges of further and higher education, and, of course, PGCE courses.

Whatever the basis for Mr Bird's comments, industrialists, most certainly, are aware of the increasing resentment felt abroad about Britain's linguistic inadequacy, which contributes in no small measure to misunderstanding, lack of salesmanship and export losses.

RITA M. WRIGHT
Secretary
Joint Council of Language Associations
Seaford
East Sussex

State to give his immediate approval to 16-plus.

TONY NEWELL
Chairman
On behalf of the Shropshire Area Modern Language Advisory Committee
Meole Brace School
Longdon Road
Shrewsbury

Assault figures

Sir - Bert Lodge (TES, Letters, January 6) makes the outrageous accusation that, to effect, I led a group of journalists about the number of assaults on teachers in Inner London. He claims that I said there were 35 assaults in 1981 but that the official figure was 116.

In fact, both sets of figures come from the LEA's lower figure from the Teaching Staff Branch (based on complaints by individual teachers) and the higher from the Health and Safety Unit (based on schools' reports).

Myra Fitzsimmons
8 Barnard Road
Aylesbury



Academic freedom

Sir - Unlike Margaret Manzoni (TES, December 30) I do not believe that biology teachers are cruel, heartless professionals determined to pursue their "archaic practices" at the expense of defenceless animals.

Most biology teachers have taken up their profession because they have a deep and genuine interest in all aspects of plant and animal life and the desire to transmit this appreciation of living things to the next generation.

Part of their professional responsibility involves teaching pupils about the texture and disposition of the organs in an animal's body. They must also develop a pupil's manual and observational skills, in a biological context.

Anatomy cannot be properly taught by using photographs or plastic models. Although these teaching aids are useful, pupils can only come to fully understand the anatomy of animals by examining dissections.

The use of dissection as a teaching technique does not encourage pupils to disregard the value of living things. In my experience, as a teacher of science at a large London comprehensive, it has the opposite effect. Nor does it desensitize pupils to animal and human life - the Nine O'Clock News does this far more effectively.

Of course I would condemn the cruel treatment or indiscriminate slaughter of animals in school (or elsewhere), but I do not accept the view that cruelty is caused by the practice of dissection.

The campaign by the anti-dissection lobby has far wider implications for teachers than the future of one teaching method. It strikes at the very roots of academic freedom and a professional's legitimate right to teach in the way he thinks best.

PETER LECKSTEIN
Xendon Crescent
Wembley
Middlesex

Declining uses

Sir - Roger Lock is absolutely right. A fundamental theme in biology is the analysis of the relationship between structure and function (TES, January 13). However, the problem faced by biology teachers in relation to dissection is not whether to "... come out in support ..." of it, but to decide on the best way to enable all students to analyse this relationship.

There often seems to be a logical inconsistency in the investigation of biological function using dead organisms that no longer function, and structures in cadavers that are in various states of decay or whose structure has been severely modified by fixation.

The dissection of organisms and

Abuse of animals

Sir - In November Mr Roger Lock replied by letter to my article "Animal liberation". At that time he thought little of my statement that pupils were refusing to do dissection, and claimed wide experience of schools' contact with the animal welfare movement.

Now (TES, January 13) we see an article by Mr Lock, prompted by his concern over objections to dissection, which exhibits a lack of knowledge of the animal rights issue.

It is suggested by him that pupils should be allowed to make up their own minds regarding dissection and that they should be faced with balanced information. I'm all in favour, but two major problems are overlooked. First, should pupils be encouraged to think that all moral issues are just a matter of opinion? Second, how can a balanced view be presented when the scales are being tipped by the denial of animal rights in the next room (animals in cages)?

Mr Lock seems to be obsessed with certain "confusions". As far as we are concerned there are none. Nor are there any "inconsistencies" over the abuse of animals, be it in schools, abattoirs, on riverbanks, or regarding different species. The problems really begin when Mr Lock and others refer to living or dead creatures as "resources" and "abattoir materials".

Moreover, it is of no use to claim that dissection is acceptable by citing that:

- It is usually done by teachers not pupils;
- Learning is more effective by doing (these two seem to contradict each other);
- Pupils' realization that cockroaches have the usual organs breeds respect.

If respect is the aim then teach it, but do not pretend that a teacher or anyone else cutting up a dead animal encourages pupils to treat with care that species when found alive.

Those of us pressing for animal rights maintain that reverence should be taught for all species, and see no good reason why anyone, any school subject or part of a subject should stand in the way.

BARRY KEW
Branch Secretary
National Anti-Vivisection Society
Spalding
Lincs

their parts is a technique like any other. It has uses. The number of such uses is necessarily declining as biology in schools and colleges becomes more concerned with biological systems and their interrelationship than with morphology; as biologists and biological educators become more holistic rather than reductionist in outlook and methodology.

The animal welfare lobby is not responsible for the decline in school dissection. The "fault" lies with biologists themselves.

JOHN SHONE
Biology Department
Wygoston and Queen Elizabeth College
University Road, Leicester

errors. Particularly glaring examples are that Oxley objects to the fact that Paul Temperton referred "to the persons birched as 'boys'" knowing full well that boys were not birched; and that most of those birched were boys under 14. Oxley disputes Paul Temperton's statement that those who were flogged were more likely to offend again than those punished in other ways, claiming that Temperton "did not take into account that those bound over or put on probation were not the vicious thugs who were sentenced to birching".

In fact, in STOPP's publication, *The Case Against Judicial Birching*, Paul Temperton, after giving research conducted and after inclusion in the Barry Report (1980), pointed out: "So, both amongst those with no previous serious convictions and amongst those with a bad previous record - comparing like with like in each case - it is clear that violent young offenders were slightly more likely to offend again if they were given corporal punishment than if they were not."

TOM SCOTT
Education Secretary
STOPP
18 Victoria Park Square
London E2

Why the doctor's diagnosis is totally wrong

Sir - It hardly seems worth replying to someone who holds such contempt for the teaching profession as Dr Muffett (TES, January 13), but may I be allowed a few words from my "insulated, privileged and cosseted" position in a comprehensive school of some 900 pupils?

I am amazed that someone with such views could hold the position of chairman of an education committee. I presume that from this exalted position he must actually have met some teachers and may even have been inside a classroom (although this is obviously not a prerequisite for the job). If so, I am surprised at his reference to teachers' hours in comparison with other professions.

I would expect this from a member of the general public with no contact with teachers but not from a person in Dr Muffett's position. True the actual "child contact time" for most teachers is approximately 9am until 4pm but this is only one aspect of the job and should better be compared with the amount of time a solicitor spends in court, or a doctor holding surgery.

I would welcome a situation where we were required to stay at school for compulsory marking and preparation until 5.30pm and then our time was our own; at least then I would have some family life during term time and not the present situation of staying at school until at least 5pm on most evenings and then marking and preparing lessons for a further hour or two, six days a week.

Roll on the day when teachers' working hours become contractual; most of us will then be doing considerably less (if, of course, we stick rigidly to our contracts) and there will be ample opportunity to bring in unemployed graduates to fill the gaps.

K P GILLIVER
Head of Lower School
The Leventhorpe School
Sawbridgeworth
Hertfordshire

Myth Muffett

Sir - Dr Muffett's letter tells us more than he may realize about himself and his views.

He quotes approvingly from H S Agar that "The truth that makes men free is for the most part the truth which men prefer not to hear". Yet it was Dr Muffett, in replying to last summer's

HMI report which expressed concern over the low level of provision in Hereford and Worcester, who stated that the report was "shallow, superficial and unrelated to fact." How right H S Agar was!

We are then told that "politicized hacks" living in Hereford and Worcester will now probably write to you attacking him. Presumably, although he is the chairman of the education committee in a Conservative-controlled county, he isn't a "politicized hack".

We are then offered the myth that all teachers work only a 9-3(4) day and have 13 weeks' holiday a year. My experience of teaching in state schools, and preparing lessons, marking about 150 books each week, and attending meetings, resulted in my working during most evenings after school. And to judge from the exercise books of my two sons, attending a local state secondary school, I'm sure that many of their teachers are doing the same. As for the 13 weeks' holiday, perhaps I could introduce Dr Muffett to many teachers I know who attend conferences, keep abreast of their subject through reading and even study for

further qualifications during their vacations.

It's nice to know that Dr Muffett would like to "employ additional teachers in Hereford and Worcester. Not before time, one might add, in view of the fact that the county has almost the worst record in England and Wales for pupil/teacher ratios.

LESLIE STRATTA
Upper Street
Delford
Near Worcester

Lunch package

Sir - Dr David Muffett's letter will have been read by teachers in Hereford and Worcester with interest. If only because it demonstrates his lack of knowledge of the work actually undertaken by teachers.

I would have thought that the chairman of an education committee would be acquainted with the findings of the survey by the National Foundation for Educational Research in England and Wales, which very much coincide with our own research. This demonstrates conclusively that there are many teachers who work well over 40 hours a

week averaged over a year.

If Dr Muffett really does believe that the teaching profession only works between the hours he quotes and does not undertake work during the holidays, then his lack of knowledge is alarming for a man in his position.

At the end of the day, the problem of midday supervision can only be solved either by a new salaries and conditions of service package, which incorporates such supervision in return for a truly professional salary, or by supervision being separately dealt with on a payment/time off in lieu basis.

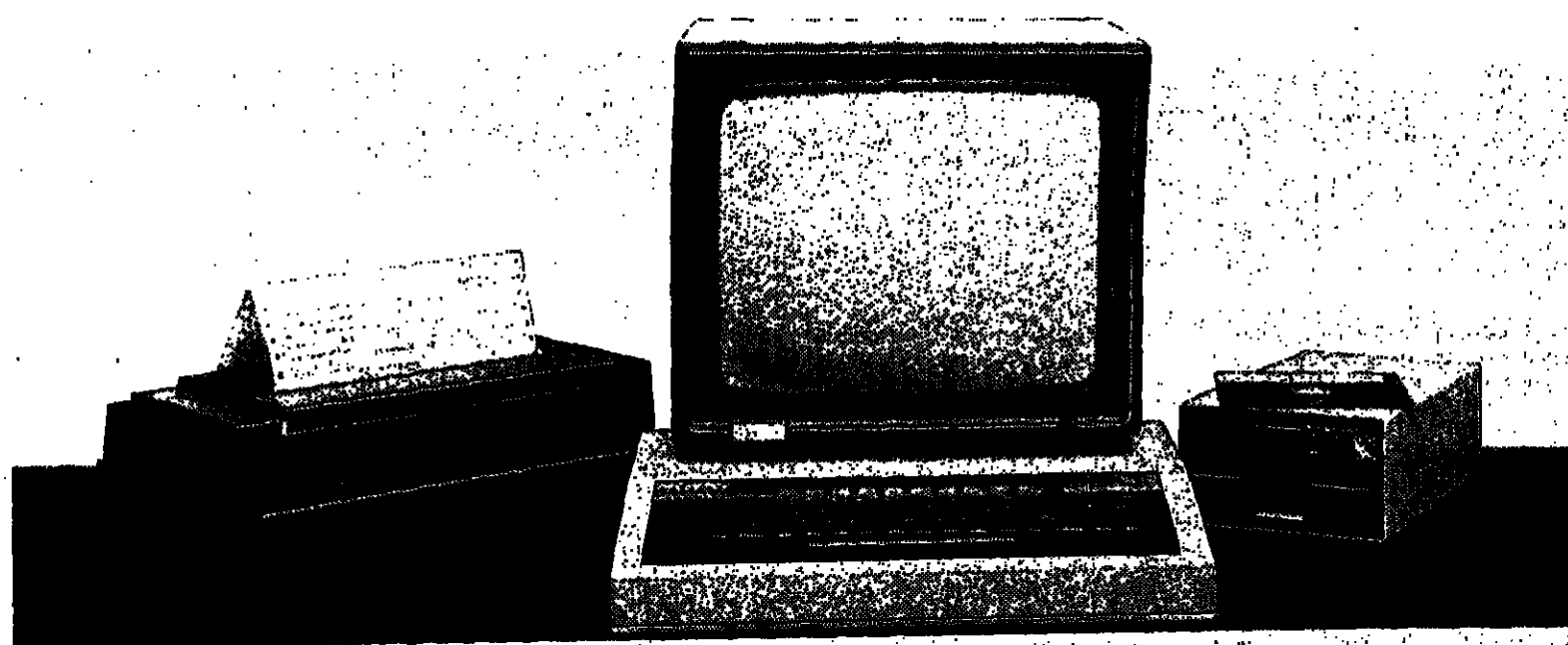
DAVID MHART
National Association of Head Teachers
Haywards Heath
West Sussex

No tacit support

Sir - Headteachers in Hereford and Worcester have become used to Dr Muffett's press statements. This does not mean that we all agree with them.

D B SMITH
President
Hereford and Worcester Federation (NAHT)

Look on the Horizon and win a computer.



Pupil politicians

Sir - I admire Ian Lister's finesse in linking my name with Rhodes Boyson as opponents of political education (TES, January 13). He is entitled to get his own back on me for my many broadsides against him as Britain's chief exponent and apologist for the anti-dissection lobby. He well knows, however, that I have never been against political education as such; for example, in the form of education in the workplace, or local and national government, or long as such education was compulsory for the pupils for whom it is intended.

My opposition has been to the fancy proposals, presented by some of the "politics" pressure groups, including "action politics", which would turn the schools into political battlefields and focusing away on issues which experienced adults find difficult to understand.

MAX MORRIS
44 Colindale Road
London NW9

Inadequate UK

Sir - It was with dismay that language teachers throughout the country read your report of the speech by Mr Bird, Professor Roger Tilford's response was totally in keeping with the belief of most language teachers that such decisions (if such they are) are matters of policy and political will - not a matter of finance.

All associations have felt that the recent DES document, "Foreign Languages in the Secondary Curriculum", lacked conviction and that its tentative tone demonstrated its preoccupation chiefly with material constraints.

The continued erosion of foreign languages in the curriculum is sufficient to show that an insecure threshold in people able to communicate effectively in the foreign language.

Moreover, existing examinations for foreign languages are far more demanding than for most other subjects. We see no justification for the continuance of a situation which allows only 12 per cent of pupils to achieve an O level in a foreign language compared with 31 per cent in English.

We would urge the Secretary of

State to give his immediate approval to 16-plus.

TONY NEWELL
Chairman
On behalf of the Shropshire Area Modern Language Advisory Committee
Meole Brace School
Longdon Road
Shrewsbury

errors. Particularly glaring examples are that Oxley objects to the fact that Paul Temperton referred "to the persons birched as 'boys'" knowing full well that boys were not birched; and that most of those birched were boys under 14. Oxley disputes Paul Temperton's statement that those who were flogged were more likely to offend again than those punished in other ways, claiming that Temperton "did not take into account that those bound over or put on probation were not the vicious thugs who were sentenced to birching".

In fact, in STOPP's publication, *The Case Against Judicial Birching*, Paul Temperton, after giving research conducted and after inclusion in the Barry Report (1980), pointed out: "So, both amongst those with no previous serious convictions and amongst those with a bad previous record - comparing like with like in each case - it is clear that violent young offenders were slightly more likely to offend again if they were given corporal punishment than if they were not."

TOM SCOTT
Education Secretary
STOPP
18 Victoria Park Square
London E2

Liberal 'choice'

Sir - Your readers might be interested to learn that when the militant chairman of Liverpool's education committee, Councillor Dominic Brady, put forward the proposal that the Bluecoat School be considered for closure in 1986, the action of the Liberal spokesman was to speak in glowing terms of his admiration for the school but, subsequently, did not vote for my proposal that, in view of its academic record and the support of the parents, the Bluecoat School continue to be funded by the Liverpool City Council.

As the Council's Conservative spokesman on education, I made it clear to the Labour and Liberal members that my party believes and supports parental choice in the practical maximum and will do its utmost to win schools of proven worth. No need for support is forthcoming from the Liberal members. Similarly, there has been no public statement as to what they consider would be the way to realize our secondary schools. They assert that they are supporting parents but, when it comes to schools like the Liverpool Institute, that schools and the Bluecoat School, they



Dominic Brady's proposal do not support parental choice for those schools.

I appeal to the Liberals to come clean - don't try to be all things to all men - you belittle yourselves and your political party if you are not prepared to state and argue for your political principles.

You did not vote to keep the Bluecoat School open in its present form - tell parents and public that you only support parental choice on your terms.

The Times puts computers into focus.

REVIEW

COMMON FOLK

Tom Corfe reviews some recent studies in nineteenth century social history

The Climbing Boys. A Study of Sweepers' Apprentices, 1773-1875. By K H Strange. Allison & Busby £7.95. 0 85031 431 3.

Back to the Land. The Pastoral Impulse in England, from 1880 to 1914. By Jan Marsh. Quartet Books £12.95. 0 7043 2276 5.

Popular Culture and Custom in Nineteenth-Century England. Edited by Robert D Storch. Croom Helm £13.95. 0 7099 1453 3.

The Upper Classes. Property and Privilege in Britain. By John Scott. Macmillan £15.00 0 333 28886 6. £5.95. 28887 4.

The Chartist Experience: Studies in Working-Class Radicalism and Culture, 1830-60. Edited by James Epstein and Dorothy Thompson. Macmillan £16.00. 0 333 32971 6. £6.95. 32972 4.

Ben Tillet. Portrait of a Labour Leader. By Jonathan Schneer. Croom Helm £14.95. 0 7099 2341 4.

The Victorian Economy. By Francois Crouzet. Methuen £18.00. 0 416 31110 5. £7.95. 31120 2.

Culture, Ideology and Politics. Essays for Eric Hobsbawm. Edited by Raphael Samuel and Gareth Stedman Jones. Routledge & Kegan Paul £6.95. 0 7100 9433 7.

Tireless pen-pushers and compulsive publicists, the Victorians left an inexhaustible quarry of paper for amateur and academic alike. Their world has been explored by innumerable earnest enquirers, yet enterprising authors can always uncover new byways, and ingenious scholars discover unexpected viewpoints. Some authors in the present batch wander far into other fields, but there is no mistaking the firmer tread and clearer vision when they re-enter a territory already topically mopped.

Most are academics, bent on illuminating obscure corners. Two ladies do not fit into that category, seeking out people rather than speculation, on abstractions. K. H. Strange writes from the heart, a passionately humane but, somewhat, incoherent account of *The Climbing Boys*. Here is a vivid, pitiable and horrifying story, a moving anthology of picture and quotation. How could it take a society so deeply concerned over its own shortcomings 102 years to end so blatant an evil? Cut yourself a nine-inch square of cardboard, says Miss Strange, and think what it means to wriggle through a suffocating utter blackness that was no wider.

Jan Marsh's pleasant chronicle touches many less familiar aspects of Victorianism. Her entertaining gallery of the unorthodox and the mildly crackly embraces a host of well-known, and unexpected figures, all reaching against industrial blight, and conventional society. Bernard Shaw, a "forked rudd" in Dr Jaeger's remarkable garments; Cecil Sharp, tirelessly transcribing and transforming folk songs; Maurice Hewlett, planning his epic "Hodgins"; C.R. Ashbee forging the "Guild of Handicraft" to transform society; Abbotsholme boys surviving on "fresh air, fresh vegetables, naked bathing and 'national clothing'"; and even thriving, Lever, Cadbury and Howard inventing garden cities.

Other less familiar aspects of Victorian culture are



explored with earnest scholarship. Most essays in *Popular Culture and Custom* deal with earthly survivals that respectable Victorians treated with suspicion and contempt: the Outy Pawkes larking, the village superstitions, the secretive melodrama of early trade union ritual. Contrast these with the manipulation by big business of the re-emergent popular culture of the music hall. Robert Storch's authors, properly wary of perpetrating any "tarted-up form of antiquarianism", conscientiously shed light in many changing patterns of life among common folk.

John Scott deals with transformations among less common folk, our rather neglected *Upper Classes*. They exist still, it seems, even if we cannot

convincingly identify them; a fluid and amorphous group whose structure and preoccupations are neatly dissected. Dr Scott's themes are continuity and adaptation, as leaders of landed society merged in Victorian times with commerce and manufacture. Marriage strategies, honours systems and economic enterprise helped preserve their old predominance as elitism gave way to electoral politics. But if the upper classes retained political influence, they lost their easy dominance of "high culture". Upstart, self-conscious, professional intellectuals intervened, the conscientious scientists and scholars bred by new-model universities where formal education and qualifications counted for more than good breeding. In discussing *The Chartist Experience*, James

Epstein and Dorothy Thompson are re-treading more familiar ground. Their collection marries the localism so popular in Chartist research with a more general study of the movement. The result is uneven. Church Stedman Jones, for example, makes better sense than most of Chartist political ideology, while others usefully re-examine the London Democratic Association and G. J. Harney's role in it, the middle-class radicals of Birmingham, and what happened after 1848 with particular reference to Halifax. Others seem hard put to it to find convincing new angles, as in the determined reassessment of the Irish contribution.

Ben Tillet was a later manifestation of working-class politics, one of those tough trade union bosses who won notoriety in "the crucible years" 1888-91, when "the British working class forged and strengthened its modern organizational forms", and became an effective spanner in the British works. Like his contemporaries Burns, Mann and Thorne, Tillet never subsequently fulfilled expectations, and Jonathan Schneer's welcome attempt to fill a biographical gap suffers both from an unattractive hero and a lack of material. Tillet was an able organizer and inspiring leader, but an inconsistent and bloody-minded colleague in helping to set the Labour-TU alliance on its uneasy path.

Tillet-style unionism and its economic consequences figure indirectly in Francois Crouzet's substantial inquiry into complex patterns of growth and decline in *The Victorian Economy*. Professor Crouzet relishes the statistics and the scholarly disputes, the disorders and anomalies as a dynamic economy tangles with a stolidly conservative society and institutions. Did the British economy advance as it ought, given its enormous initial advantages? Why, by the end of the century, was there in so many fields "a slackening of effort, a reluctance to accept innovation and to adapt to new situations, and a deterioration in industrial relations which... were to create a difficult future?"

Culture, Ideology and Politics, as you might gather from its title, ranges widely. The infectious enthusiasm of Eric Hobsbawm have spilled over into many fields that only a team of reviewers could do any sort of justice to this tribute. A formidable bibliography outlines Hobsbawm's interests, while a score of British, transatlantic and middle-European admirers pursue their scholarly speculations. Apologizing over the problems and limitations of Marxist nub shoulders with elaborate discussions of women in Byzantine Christianity or magic's entanglement with science (Christopher Hill, after Keith Thomas).

Others dissect nineteenth-century German nationalists, Russian peasant-revolutionaries of 1905, and modern Czech Stalinists. Gwyn Williams has a lively survey of early Welsh radicalism, and Hans Medick makes effective use of Hogarth's commentaries on his age despite a pretentious title. Victor Klemm sees Tennyson's Arthur as an archetypal and ultimately disillusioned liberal as the editors round off with a comment on Labour's recent internal conflicts that points out, in passing, how much more we know of the culture of Victorian Chartist than of twentieth-century working-class politics.

to live and how to combine his passionate (too passionate) interest in prolonging indefinitely the golden moments of childhood into adult outdoor hobbies of sailing and fishing, with the practicalities of the housing market. He was touchy - deeply offended when Durham only gave him an honorary MA when he had hoped for a doctorate. Leeds, on the other hand, duly made him a Doctor of Letters and he had no compunction in being Dr Ransome thereafter. His sad estrangement from the Altounyans, the family on whom the *Swallows* were based, was somehow a symptom of the tetchiness, mixed with inner doubts, which marked his remarkable success.

The heroic Ransome is the young man who threw up his studies at the Yorkshire College - the future university of Leeds - where he was enrolled to study science, and took a job as a publisher's office boy in London, with lodgings in Chelsea. Some of the most interesting pages in Hugh Brough's entertaining book relate to his life as part of literary London in the Edwardian era. A Bohemia which flourished on the small change of a publishing scene which was varied enough for a tyro scribe to scrape along on reviewing and even get his practice writing published in book form.

Though Ransome enjoyed great success in later life, he never came near to satisfying his intensely romantic expectations of the life of the writer. Somewhat, *Swallows and Amazons*, even if its state economic style is a marked improvement on the world of cellophane and yellowed paper, and his share of

The Life of Arthur Ransome. By Hugh Brough. Jonathan Cape £10.95. 0 224 02010 2.

Arthur Ransome's claim to a full dress biography from so capable and congenial a hand as Hugh Brough is based partly on his writing as a children's author, partly on his journalism. On the *Daily News* and the *Manchester Guardian*, he balanced it is doubtful if the case is fully made out.

It was a mixture of fortune and of a crumbling marriage which took him to Russia on the eve of the Great War, and placed him at the centre of events in what is now Leningrad when the Czar was deposed and the Russian Revolution gathered momentum.

He "knew" Lenin and Trotsky and the men who were close to them in the crucial early months when the Bolsheviks were establishing their hold over the government machine and fighting off the attempts of enemies within and without to topple them. His friendship with Evgenia Stepanova, who happened to be Trotsky's secretary and whom he eventually married in 1924 after his first marriage was dissolved, was clearly a disadvantage to him as a foreign correspondent, but it is difficult to resist the conclusion that in the course of time he got too close to the events he was reporting. He came to see it as his mission to influence British government policy and make the Foreign Office better disposed towards the infant Revolution and this overshadowed his reporting of events such as the "Victory of the Czechs" Exhibition Commission in 1918.

Youthful ambitions

By Stuart Maclure

He was so impressed by the energy and enthusiasm of the new regime, its youthful idealism which contrasted so starkly with the corrupt weariness of the Czarist regime and the muddle and inefficiency of the Kerensky government, that he gave them the benefit of every doubt. He was unable to imagine the realities of power behind the rhetoric. He was never a Communist nor, indeed, a politically active citizen, and he lost what illusions he had had in the Stalin purges which carried most of his Russian friends away.

Brough has a lot more to say, both about the Russian period, and about the origin of *Swallows and Amazons* and its successors. But Ransome had to say in his rather tedious autobiography. Ransome himself comes over as a pleasant, rather querulous man, suffering from a chronic bronchitis and a

a young man whose undoubted literary talents are fixed on the writing and collection of fairy tales - a writer whose mature fiction never handles mature relationships between men and women.

The success of his children's stories lies, in part, at least, in their coolness - the reliability of the childhood alliances, the clarity of the class consciousness, the absence of adolescent doubts, of fear or love. His own emotional life was less than satisfactory - an unhappy, unfulfilled first marriage, a stormy second marriage to a powerful Russian lady with a violent temper, whose outbreaks of destructive criticism were an essential stage in the travel of each new book, and without whom he seems almost to have been afraid to exist.

As a man of respectable birth, elevated in one particular direction by the revolution, he had his share of

Good marks, good manners

A Childhood: Gavin, Channel 4. Party Minutes: Finishing School. BBC2.

Boys get a start in their school lives and girls get finished. Such was my impression after watching these two programmes. In each case the boys or girls concerned were the favoured (though not necessarily lucky) few whose parents had enough money and/or ambition to provide both start and finish.

Gavin was a pupil at a prep school (or very) junior crammer's where the redoubtable Mrs Ferguson put him and his mates through their paces. They were being prepared for a series of entrance exams to various senior and private (public?) schools in the area. Having learned in an arithmetic lesson how to assess the interest yielded by their bank accounts, these miles strolled, some half a dozen strong, across the playing fields, worriedly discussing the advantages of a good school and their future job prospects. Good schools. Good manners. Good marks. Shades of the prison-house? The boys were probably too young to question the merits of a system in which they were all enmeshed, but - amazingly - not one of them even complained. It was taken for granted that the exams were Very Important.

And so, in a way, they were - not least to the parents. "I think we're more uptight than they are," Gavin's mum surmised. But Justin's mum wasn't so sure: he, poor kid, kept running to the loo. Michael, being dyslexic (as well as fatherless and

vegetarian) didn't stand a chance. Writing with the laboriousness peculiar to the left-handed, his tongue protruding back and forth between his lips. Gavin nevertheless managed to win two full scholarships, one half scholarship, and one reserve half scholarship. His future was assured. And thus were lower-middle class aspirations towards the benefits and lures of private education amply fulfilled.

Or so I gathered. What I couldn't work out was Gavin's age, what sort of exams he was actually taking or what sort of schools he was aspiring to. These, and many other circumstances were, worryingly, not explained. The absence of any authorial/editorial voice seems to be a device particularly dear to the hearts of women programme-makers (in this case, Angela Pope) these days. Why? Do they think it's shamefully, bossily male to be an author, for heaven's sake? Such well-intentioned attempts towards objectivity often amount to nothing more than a naive fallacy: you are already being authored when you choose what to shoot, what to edit and how to edit. Besides, it can be confusing.

In *Finishing School* everything was spelled out. "Everything we learn here is sexist," said Natalie, whose father was paying £15,000 a year for her to learn French, cooking, sewing, elementary childcare and etiquette, above all, etiquette. "You've invested a lot of capital in me," she told him over the phone from Switzerland, assuring him that she intended to pass her final exam with flying colours. And she did, being certainly brighter and already more self-assured than the average

pupil, "whose academic abilities," as the authorial voice put it, "may not be quite sufficient to gain university places".

The exam, which we followed in nail-biting detail, was the preparation of a buffet lunch, and was attended by all the elaborate ritual of a somewhat belated puberty rite. The combination of peach-coloured napkins and yellow flowers won Natalie extra points, while Sachertorte had been iced twice. Natalie emerged from her year of finishing school equipped to entertain ambassadors and bishops and well-versed in the rules of hand-shaking. There was no evidence that she knew how to shop, budget, cook egg and chips or patch a child's dungarees, but then she will probably never be called upon to do any of those tasks. No less than Gavin she emerged triumphant as a credit to her parents and an embodiment of their moral values.

Although finishing school can hardly be described as a good thing in terms of teaching girls how to become women rather than ladies, there was no harm in any of, really - apart from the snobbery and the triviality. And I suppose there is still a demand somewhere for a supply of diplomatic wives. We can't all be clever, as the cunning neighbours used to tell my mother and are probably telling Gavin's mother today. Needless to say, we can't all be rich either. If we were, we would spend our money on worthier things than finishing schools. Well, wouldn't we...?

Sheila MacLeod

Well-trodden boards

All The World's A Stage. BBC2 from Sunday, January 29.

"I wanted to make a long advertisement for the theatre and what it represents," writes Ronald Harwood in the book accompanying his television series *All The World's A Stage*. In many ways he has done just that for the 13-part history of the theatre which begins on BBC2 on Sunday night with a Madison Avenue-sized budget. Quite possibly the last of the BBC's globe-trotting, *Civilisation*-style documentary series, it was filmed in 13 countries including Indonesia, the Soviet Union and the United States.

The series is subtitled "One Man's Journey Through the Theatre", and are allowed to forget neither that the one man is Ronald Harwood nor that he and the theatre have been on one hell of a journey. In the first programme there are scenes of the unique Baroque dancers of Bali - and interest shots of Harwood out there watching them. Later on in the same programme we visit a Broadway first night, and there are no prizes for guessing that it is the opening of Ronald Harwood's own play *The Dresser* at the Brooks Atkinson Theatre.

This physical presence is no bad thing in itself. Lord Clark got around a bit in *Civilisation* after all, and Ronald

Harwood is an equally polished TV performer. Unlike Clark, however, he tends to come between the audience and his material. He takes a very middle-of-the-road view of theatre history, but his habit of proferring statements with phrases like "I am profoundly drawn to the notion that..." leads us to believe he is going dangerously out on his own when he mentions, for instance, the close connection between drama and religious ritual. In fact, the journey he makes is along well-trodden paths.

After an introductory programme on the nature of theatre experience, it begins in Athens, with the ancient Greeks. Ruined amphitheatres there and at Delphi and Epidaurus, Harwood explains the birth of drama as an art form and looks at the work of Aeschylus, Sophocles and Euripides. Thence, by way of Aristophanes, the first leg of the journey takes him to Rome and the lark comedies of Plautus and Terence; to York and Lodz in Poland to look at medieval Mystery plays, and to Stratford-upon-Avon to consider the work of William Shakespeare.

But as Harwood himself points out in the lavishly illustrated book which accompanies the series (BBC/Secker and Warburg, £12.95) people and places are only part of the story. The theatre is about performances, and the

most important part of the programmes are their reconstructions of actual performances from all periods of theatrical history. Actors Edward Fox and Terence Stamp and director Michael Elliott recreate scenes from Euripides' *The Bacchae* in the Greek amphitheatre at Delphi in the second programme. In the fifth, Jeremy Irons plays Hamlet in a full-scale reconstruction of the Globe Theatre. Later treats include extracts from Restoration comedies, nineteenth-century melodramas, Broadway musicals and the Moscow Art Theatre performing Chekhov's *The Seagull*.

The series has been made for people who've never been to the theatre, for those who've lost the habit of theatre-going and, of course, for those who love the theatre," says Ronald Harwood. It can't possibly please everyone all the time, but because it treats plays as different as *The Oresteia* and *Okla!oma!* with equal seriousness, it is a fascinating introduction to what the drama has to offer. Ronald Harwood's last thoughts on the subject of the theatre are equally appropriate as a comment on *All The World's A Stage*: "Enter it, and you can take out more than you took in".

Hugh David

Full masks

difficulty of the masks has suddenly vanished; it has been seen to be right, in London and Epidaurus, and on television. Now also in Bolton. The young faces emerging at the end to smile at applause were startling after the agless images that had replaced personality by an impersonal identity confined within the structure of the play. Aristotle has told us that tragedy is not an imitation of persons, but of action and of life; and Aristotle, too, was a mask. Paradoxically, this abolition of individual features brought the emotions of Agave and Cadmus, when he led her to recognize her son's head in the supposed hunting prize in her arms, to an intensity which the audience found almost unbearable.

The Chorus, looking astonishingly like Bacchantes from Attic vases, were

right; there is no ancient music left, let alone Bacchic music; this was at least non-European (African, some of it liturgical, some written for *Macbeth*). Lighting was well used for the dances (and, for the powerfully suggested earthquake). Sudden silhouette effects lit the sharp titanic mask-profiles with green or red glowing through the eye-holes. Without this, it must be admitted that the darkness might have reached monotonous. The conviction of these Bacchic worshippers came over best in moments of silliness, and in their piercing cries of adoration.

There was no doubt that everyone (confined within the structure of the play) believed in Dionysus; and every one, audience included, left Canon Slade's breezblock Drama Workshop believing wholeheartedly in Euripides.

Elizabeth Henry

Message from the boys



Bernard Hill as Yossel

"I think people who stand on soap boxes are small people to start with," Alan Bleasdale, who wrote the widely-acclaimed *Boys from the Blackstuff*, spoke about the series at the National Film Theatre on Saturday, where he emphasized, not for the first time, that any political message to be found in the plays was much less important than their strong emotional impact on audiences. "I'm reluctant to analyse my work," he said, "But I do believe it's important for a writer to move people."

Along with producer Michael Wear and actors from the series, Bleasdale was answering questions from an audience who had just spent all day watching his plays. "Moved" we certainly were by that time - though, I must say, fairly exhausted too. But it was a unique opportunity to see in one day what would ordinarily constitute a seven-week "season" on television.

Seven, because along with the five parts of the series we also saw two related plays, *The Black Stuff* (first shown in 1980) was Bleasdale's original one-off play about the farm layers in Liverpool, and who used to go into a cafe, order six plates of poached eggs-on-toast and then, one at a time, but them with his head. "Yossel's joke in the confessionals, 'I'm desperate, Dan', Bleasdale had been waiting to use for eight years before he found the right place for it. And he explained how people in different parts of Liverpool had reacted to the filming. The Christie episode had been made in Toxteth, while the Dixie story had been set in Huyton. Strangely, the people of Huyton had been much less accommodating. "In Huyton they don't expect film crews, whereas in Toxteth there's a crew there every other week making *World in Action*." He emphasized too how important it was to him that the series was watched and liked in Liverpool: when he learned that the BBC's initial intention was to transmit the series on Friday nights he was appalled. No one in Liverpool, however hard up, stays in on a Friday night.

But in one way BBC timing was accidentally beneficial. Having turned down finance of the project for some time, the BBC finally gave its blessing in 1982, so that the series eventually appeared just as the subject of unemployment was watched and liked in Liverpool: when he learned that the BBC's initial intention was to transmit the series on Friday nights he was appalled. No one in Liverpool, however hard up, stays in on a Friday night.

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Lynne Truss

A dossier about the series has been published by the BFI, available from BFI Publications at £3.00 plus 50p p&dp.

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ARTS

Best expressed in silence

John James at the London International Mime Festival

London International Mime Festival 1984: ICA Theatre: Moving Picture Mime Show; Theatre de l'Atelier: Cockpit Theatre: Peter Wear; Nicolas Cincinno/Giovanna Rogante; Theatre de Complicité: Trestle Theatre Co. Shaw Theatre: Cirque Fratellini. Red Saturday. By Martin Allen. Royal Court Theatre Upstairs.

Time was when mime could be aptly described as "theatre of silence". Artists like Barrault and Marceau needed no more than body-language to express their genius. Soundlessly they conjured from empty space a world we saw and recognized, sharing their vision, subtly suggesting that what was unseen was real. Mutely employing look, gesture, movement they demonstrated clearly that some experiences lie deeper than words, are best expressed and interpreted in silence: babbling banalities being destructive of truth.

Nowadays, if the current London International Mime Festival is representative of the present state of the art, it seems that mimes must vocalize vociferously. Erstwhile students of Jacques Lecoq and Etienne Decroux employ a wide range of vocal effects

including words to tell the audience time, place, mood, action. While they continue (more or less) to use the tricks of their trade, it seems they do not trust their audiences to understand them - especially if their performances are not made palatable by being relentlessly funny.

The LIME may be partly to blame for lumping together mimes and clowns as though their common aim was to elicit laughter. Audiences, therefore, come ready to laugh at the most ordinary display of simple mime technique. Why this distrust of mime as a medium, mimes as artists and of audiences? Perhaps it is that so many mimes are not artists. They lack insight and integrity, are devoid of vision out of which new ideas and forms emerge. They are, in practice, no more than refined gymnasts who have adopted the mimetic trade. Without the creative fire informing their work they have nothing original to contribute. What they do degrades the art they espouse, highlights their imperfections, leads them to titillate audience reaction to laughter at any price.

City Limits, the first half of The Moving Picture Mime Show's double-bill, works hard for laughs. A day's life in a busy metropolis is cleverly observed and reproduced - subways,

neon-signs, traffic-jams, skyscrapers, elevators, board-meetings, etc. - with occasional word-throws to help the onlooker. It is fast, funny, a grotesque account of a world we think we know but which really belongs to films. *Handle With Care* is masked and much quieter, exploring the rivalries, indignities and tyrannies of a geriatric ward. Paul Fillipic, David Gaines, Toby Sedgwick use mime to indicate rather than establish place and action, rightly assuming a knowledge in the audience that allows some throw-away. They lack courage to be serious.

Solemn seriousness characterizes Belgium's Theatre de l'Atelier in Peter Handke's minidrama *My Foot My Tutor* performed to a specially commissioned score by Orlando Goff. It is a minimalist-mime piece involving ages of apple-eating, standing and sitting at table, crockery smashing, mangelwurzel crushing. Mastery went from the old to the young peasant and back in master-pupil rituals using masonic symbolism. Without words the silence said what little Handke had to say.

No silence for Peter Wear tiresomely telling the story of Robin Hood and Merrie England: a rambling raconteur rather than a mime-actor, over an hour was overlong. Half an hour was more

than enough for Nicolas Cincinno's repetitive utterances in *The Citizen's Journey*. They added nothing to its mimed meaning.

An unhappy Assistant-Mortician has a suit which develops elegance and swamps him, a green child strikes his back, they fight. Even this was preferable to *Somma* by Giovanna Rogante. Described as "an evocative dream dance, a mood piece, mysterious and warm" it has all the indications of compulsive manual behaviour. She scattered papers; cut the air with scissors; moved on/under/through a banded chair; copied a humming-top's motion. Perhaps it was all awesomely artistic: a voice within murmured "there are more out than in".

Inspired lunatic mayhem opened *Pu ti On Your Head* by the Theatre De Complicité before it settled down to a day on the beach with four characters: very funny and enjoyable clowning with strongly-established grotesques caught up in situations in which their idiosyncrasies produced slapstick comedy. Excellent ideas, using well-timed monologues, good physical fooling. Physicality is fundamental to Trestle Theatre Co's masked triple-bill *Creche, School*

Rules, Hanging Around in which infant, primary schoolchild, unemployed adolescent behaviour is observed and reproduced well. Easy laughs are to be got from doing as sea-commercial chimpanzees get them. Not enough to observe and reproduce, a viewpoint must be expressed: none is.

Anne Fratellini expressing a deep love for the circus in a splendid clown using mime, dance, body-comedy and musical instruments to joyous effect. In *Cirque Fratellini* she presents 13 members of her Parisian National School of Circus in a programme of sheer pleasure. Beautiful people exulting in their youth, strength, agility present the thrills of the circus without animals: trapeze, Russian Bar, Juggler, Contortionist, Equilibrist, acrobatic pyramid-building Harlequines, Clowns and magic... one delight upon another... more please.

PS *Red Saturday* is a four-hander morality about the strains, temptations, aspirations of first league football. Neatly directed (Tim Fywell), nattily designed (Caroline Beaver) and rivetingly acted (especially by Kees Dinsdale as a young innocent), it thoroughly deserves its transfer to the West End.

Perennial irritant

Thoughtcrimes at the Barbican. January 16 to 27.

By now, even the most solidly-constructed ivory tower must have been penetrated by the news that this is Nineteen Eighty-Four: our televisions have, after all, been buzzing with complacent reminders that dear old George Orwell has been proved wrong and can therefore assume his place in the literary Pantheon as a relic of past apprehensions.

The RSC decided to lay this particular ghost at the Barbican, in a fortnight of plays, films and discussions on the notorious *Nineteen Eighty-Four*. It is a blackness of which the audience is conveyed by lift from the sunlit terraces above and issued with a computerized ticket before being led into The Pit where it is seated in an amphitheatre of humming racks under a vast frame of spotlights. This sinister environment has been a feature of London's cultural life for some time; it was not constructed especially for the occasion.

Apart from the careful choice of venue, the approach to Orwell in *Thoughtcrimes* was oblique rather than head-on, consisting of works which either raise general questions about the writer and politics, or can claim to have been inspired by the debates, linked by their organizers, tended to year off into discussions of such issues as feminism (not a strong feature in Orwell's work), the presentation on January 19 by Jack Klaff, Janet Suzman and John Kani, who illustrated the ways of the censor in South Africa and other countries, developed into an interesting exchange on "video nasties". These, of course, define themselves as being doubly dangerous, as distinct from the much commoner forms of television violence that we regard as acceptable.

It may be a tribute to Orwell that he can still be seen as relevant in such various contexts, but the tone of the public writers' day (January 21), organized by The Writers' Guild to examine in particular the significance of *Inside the Whale*, was not exactly eulogistic. In fact, on two separate occasions members of the audience wondered why we were commemorating someone whom most speakers considered misguided or outmoded. Sir Angus Wilson expressed his relief at having escaped from the influence of a writer who had not understood the real purpose of fiction, Lord Hugh Thomas pointed to various errors of fact or emphasis in his account of the Spanish Civil War and Sheila MacLeod described his apprehensions for clarity and simplicity of language as advocated by a "manly, stiff upper lip style" and "masculine linguistics". When she went on to interpret his dislike of passive verbs as further evidence of an anti-feminine stance, I began to feel the might be oversteering for ease.

Well, Raymond Williams remarked at the end of the proceedings (unconsciously reinforcing Sheila MacLeod's view), Orwell was tough enough to withstand criticism. Indeed, rather a cold man. Agreed: I share these doubts about Orwell's style and literary status, but I didn't spend all day in The Pit just to have my prejudices confirmed, even by such eminent speakers. Unless, like Salman Rushdie, you chose to move rapidly on to other matters, it was most fruitful to try, as Michael Foot did, to situate Orwell in English satire or, like Paul Chilton, to follow through his insights into the debasement of political language. What you must grant Orwell is that, when the establishments of both Right and Left find they cannot claim him for their own, he can still irritate them a great deal. After all, the climate of *Nineteen Eighty-Four* is that of Nazi Germany or Soviet Russia, but postwar Britain, soon to be the land of "you've never had it so good" and "you know it makes sense".

Robin Bush

Next week

Paddy Kitchen on Evelyn Waugh and John Updike; Penelope Fitzgerald on Storm Jameson; Frances Spalding on the Omega Workshops; Tony Becker on the curriculum; Robin Bush previews the new Japanese television series

BOOKS

Grand survivor

At the Rendezvous of Victory. By CLR James. Allison and Busby £13.95. 0 85031 403 8. £4.95. 404 6.

Anyone too young or too insular to have come across his work, but who saw Channel 4's series *The Best of C L R James* last summer, must have been entranced by the wit, erudition and charm of the octogenarian author. He talked of his hopes and fears for America, about the contribution of the Caribbean to civilization, about Poland and about... cricket. For he is not only the grand survivor of the anti-colonial struggle in both the West Indies and Africa, he is also the doyen of cricket correspondents: one of those who turned that field of journalism into an art.

His present publishers have treated him quite handsomely, not only in re-issuing his long unobtainable books from the Thirties, but in collecting his selected writings from fugitive sources over many decades. This third such volume concludes with a 25-page bibliography which is itself an absorbing record of a life busy in many spheres and many countries.

Apart from including more of his early fiction this book ranges from a transcript of the author's discussions



with Trotsky in 1939 to his reflections on Solidarity in Poland in 1981. But the most absorbingly interesting material is to do with aspects of the Caribbean and with Africa. There is a marvellous account of his friend from boyhood in Trinidad, George Padmore, the "father of African emancipation" and an acute critical study of Kwame Nkrumah, and a splendid example of just why James is held in such esteem by cricket enthusiasts in an account of

the West Indian batsman Rohan Kanhai.

Solemn pundits of the race relations industry, searching for someone to tell them what to think about Rasta, should read the remarks he made in a review in 1964 of Orlando Patterson's novel *The Children of Sisyphus* on "Rastafari at Home and Abroad", where he manages to be both allusive and incisive.

James's political evolution has been from the LP of the Thirties, which in this country was one of the few platforms for exiled advocates of colonial independence, through Trotskyism to the position in which he was, associated with Raya Dunayevskaya, in what I suppose should be called, Marxist Humanism. He retains a revolutionary optimism, in which in spite of the tragedies and disillusionments of the last 30 years, he still clings to the banners of Caribbean Federation and of Pan-Africanism. It is absolutely characteristic of him that he should see Lech Walesa and Solidarity as the true heirs of Lenin, and that he should confidently look for a mass movement of the American people against the horrors of the foreign and domestic policies of the US government.

Colin Ward

Out of experience

To Every Birth Its Blood. By Mongane Serote. Heinemann Educational £2.95. 0 435 90263 6.

Aka. By Wole Soyinka. Arnel/Arrow £2.95. 0 09 932010 X. Other Leopards. By Denis Williams. Heinemann Educational £2.95. 0 435 98390 6.

The Wine of Astonishment. By Earl Lovelace. Heinemann Educational £1.95. 0 435 98551 5.

"From the centre of the Golden City to the centre of the Dark City is a mere nine miles." Mongane Serote, a fine poet and a victim of apartheid, is speaking of the distance between white Johannesburg and black Alexandra Township, where he grew up. For a while he went to school in Lesotho, where "there was the church. There were the priests... Then the same Lord who loved me, who wanted to save me, threw me back into the Alexandra streets. He could not give me a travelling document".

Serote's first novel, written in exile, is an account of living, and conspiring, in Alexandra that, again and again, makes the blood run cold. Perhaps the most horrifying point it makes, obvious cruelty and injustice aside, is

about the effect of apartheid on the narrator's father, who possesses none of the desperate armour worn by his children. "I began to understand why he never wanted me to talk to him about the streets, or the city, or the police stations. I began to understand why he had forbidden that in his house. I wished he could die and rest. I began to understand what keeping us quiet, I began to understand why he seemed to be frightened of his sons."

The novel is not always clear about relationships, or the sequence of events, and the pulse that determines its narrative is inevitably close to the nagging pulse of despair; but it is astonishing to have made so much of a pattern out of experience almost beyond bearing.

Wole Soyinka's *Aka* might be subtitled "How an African hero was made". Soyinka clearly requires the courage, from his handsman father, nicknamed Essay, and his mother, known as Wild Christian. Soyinka grows up in the inland of the colonial days, in a little vivid world at once obstinately Christian and obstinately non-Christian. A rich childhood, happily, wittily, sensuously celebrated in what must be one of the most delightful autobiographies of our time.

Edward Blishen

New details

A New Reader's Guide to African Literature. Edited by Hans M Zell, Carol Bundy and Virginia Coulson. Heinemann Educational £25.00. 0 435 91997 0. £12.50. 91999 7.

The first edition of this immensely useful handbook appeared in 1972 and cost £3 in paperback. Its 218 pages included annotated entries on 820 books, less than 50 of them published in Africa and offered biographies of 50 of the most important writers. Now (over eight times as expensive in paperback, but a sturdy object in paperbacks) it is a bit like listing butterflies. Addresses round the world of relevant publishers and book dealers are given, and there's a directory of libraries with collections of African literature.

But the real triumph, as last time, lies in the biographies. All dullness is kept at bay by well-chosen quotations from the writers themselves. As (for example) from a wonderfully candid East African, Taban to Liyong ("has provoked fierce criticism as well as fulsome praise") who said, of the Queen's English: "We have to tame the shrew and naturalise her."

such detail into one volume - perhaps not into two.

It's the detail that counts. Not every pointed note on a book quite works; not every extract from a review adds anything valuable, but most do. The new growth of popular fiction is covered; the section on children's literature is three times as long as it was; magazines and literary journals are listed (even though, as is cheerfully natural, it's a bit like listing butterflies). Addresses round the world of relevant publishers and book dealers are given, and there's a directory of libraries with collections of African literature.

Clearly, modern printed African literature could do nothing but get larger; but for anyone who has got tired from the Fifities, it's as though a hesitant village had grown overnight into a busy town. The first generation of writers, which gave itself the task of re-creating the past, was prolific; the second generation, notoriously concerned with the present, seems more

CHILDREN'S LITERATURE

The Glory Girl. By Betsy Byars. The Bodley Head £4.95. 0 370 30997 9.

Since Betsy Byars' theme is always the same - the difficulties of beginning to grow up into a real human being - her great gift is for finding, each time, a new situation to frame it. This time, her protagonist is a girl, Anna Glory, who like many other Byars youngsters, feels herself to be an outsider in her own family, but this time it is because, unlike the rest of them, she cannot sing.

Betsy Byars has written about the fringes of show business before, but this is a special kind; the Glory family are Gospel singers, travelling about in a beat-up bus to give religious concerts, and one of the subsidiary themes of the book is the contrast between the Christian professions which are their

stock-in-trade and the uncharitable feelings which animate most of the family most of the time. Anna's twin brothers, Matthew and Joshua, are too young to have begun the maturing process and are in a state of almost permanent war, briefly interrupted by a brilliantly described accident after which, for a while, Matthew "really loved his brother for the first time in his life". Their sibling hostility, however, is innocent; Mr Glory's feelings towards his inadequate brother Newt, recently out of prison, are another matter.

The means Betsy Byars takes to reveal to the family the true qualities of Newt and Anna are perhaps a little melodramatic - the Gospel bus is forced off the road by some wild boys and uncle and niece drag the others out of it before it can be carried away by the river - but the clean, matter-of-fact tone in which she relates the episode makes it work. As ever, she is very good on the way that one may love one's family without much liking them, and the modest improvement in everybody at the end of the book is both plausible and satisfying to the feelings.

Audrey Laski

lingo

It's confusing to be knocked up by an American, for whereas in Britain *knock someone up* means "awaken someone by knocking", in American slang it means "make someone pregnant".

When one expression has two very different meanings in the two varieties, there can be misunderstandings galore. If your invitation is for 1.12.84, better check where it's from. If it's local, relax: it's not till December 1. If it's from America, too bad: it was for the same kind of trouble, with its British meaning of "a million million" and its American meaning of "a thousand

Robert Ilson

Modern parables

Muntu. By Joe de Graft. Heinemann Educational £1.50. 0 435 90264 4.

"Master Harold"... and the Boys. By Athol Fugard. Oxford University Press £3.95. 0 19 281394 3.

Muntu by Joe de Graft, the Ghanaian writer, was commissioned by the All Africa Conference of Churches, first performed in Kenya in 1975, and later banned. It is a parable of the realities of the world for a modern African, set on an earth created by a god of brightness and laughter. He comes up against the "false religion" traded by the white colonizers, whose gospel

words ring untrue, and every kind of manipulation, materialism, technology, violent oppression. Familiar themes, but the play offers much. The beauty of language, its ritual and music will enable performers to feel deep into its spirit.

As does "Master Harold"... and the Boys, where Athol Fugard does not spare his penetrating insight and pain. Fugard uses the mood-changes of daily, a young adolescent caught in intolerable family tensions, to throw up the full range of the boy's racial attitudes, showing too the depth of the African servants' human understanding.

Rachel Blake

Synge in Creole

Playboy of the West Indies. By Maudsley Maturin. Edited by M. Synge. Oxford Playhouse Company, Oxford Playhouse.

Translating Synge's lyrical comedy to a West Indian setting was a happy idea. Maturin Maturin has concentrated on the humour not the plangency of the original: his play is longer, farce than Synge's, and because of that might have benefited from a steeper pace. But director Nicolas Kent's leisurely approach does allow the audience time to tune into the dialect, and to savour the splendid performances, particularly those of the women. Maudsley Maturin's play is a happy idea.

Richardson and Jackie de Peza's glibly give a physical eloquence to match Maturin's richly expressive Creole, patois text, while Joan Ann Maynard's alert portrayal of Peggy gives a song-centre to the whole production.

This plot follows Synge closely. Ken arrives at Peggy's run shop. In a Trinidad fishing village so out of the way it is "behind God's back", claiming to have murdered his father. The man admires him, the women desire him; he becomes a big man in his own estimation, a real "saga boy". As he settles down to sleep, he murmurs, "I can't help thinking I was a real slow-coach once to kill my father ages ago".

the counters his declaration: with a characteristic wit ("You bet you say that to every petticoat you meet on the line or on the body"), returns his love. But the father is not dead, when he arrives in hot pursuit, all the characters must face the consequences of their false ideas of manliness and their romanticization of violence.

The real test of Maturin's interpretation would, I suppose, be how it played to a Caribbean audience unaware of Synge. Maturin says, "Trinidad doesn't have the historical legends to support a writer." Until it does, it's their loss and our gain.

Neil Phillips

THIRD WORLD BOOKS

Visions of Armageddon

The Fateful Triangle: The United States, Israel and the Palestinians, by Naomi Chomsky. Pluto Press £6.95. Negotiating for Peace in the Middle East. By Ismail Fahmy. Croom Helm £15.95. The Republic of Lebanon, Nation in Jeopardy. By David C Gordon. Croom Helm £13.95. The Wrath of Allah. By Rami Nima. Pluto Press £3.95. Medicine of Power in Tunisia 1780-1900. By Nancy Elizabeth Gallagher. Cambridge Middle East Library £19.50. The Middle East: Sociology of "Developing Societies". Edited by Talal Asad and Roger Owen. Macmillan £12.50 and £4.95. Mobilizing Human Resources in the Arab World. By R Paul Shaw. Routledge and Kegan Paul £24.00.

If you are sent on by a big man you plead for fairness and threaten Armageddon unless he gets off. If you are the big man you tell the world you are acting in self defence. Such is the Arab-Israeli conflict today and the critics of Israel do not have to look far for moral arguments or prospects of cynicism. Naomi Chomsky has issued a biting polemic against United States support for Israel and actually entitles his last chapter "The road to Armageddon."

An American E P Thompson, academic turned radical commentator, Chomsky takes a sledgehammer to the propaganda and the ambiguities of politics. His particular targets are the New York Times and the Zionist lobby in America which has labelled critics of greater Israel as anti-Semitic. His thesis is that the Beirut massacre of 1982 was not a lapse or an aberration but a logical consequence of Israel's policies. He places the ultimate blame on the US as the indulgent parent supplying a psychopathic child with all the economic and political wherewithal to continue these policies.

He quotes extensively from observers and reporters of the conflict and often from extreme groups rather than the main actors. For example, his own version of Armageddon is the possibility of Israel performing a kamikaze nuclear attack on her neighbours in the name of Samson. He quotes several little-known Israelis in support of this. Having rejected the emptiness of rhetoric elsewhere in the book, he seems to accept a large dose of it to illustrate his own case.

Ismail Fahmy's Armageddon is a superego war in the region and the threat of foreign forces taking over the destiny of the Arab world. This is the spectre he raises in his last chapter while his first he does his homework credit for the October war policy of 1973 whose main aim seems to him to have been to make America take the Middle East seriously.

His blandly titled *Negotiations for Peace in the Middle East* is an apologia for his resignation as Egypt's foreign minister when Sadat decided to go to Jerusalem in 1977 to address the Knesset.

It is a readable if egocentric account and includes fascinating anecdotes such as a visit to Brezhnev on his sick bed and an account of Sadat and President Ceausescu of Romania playing with a piece of string to measure the sincerity of an offer of Palestinian autonomy from Mr Begin.

His comments on Sadat reflect his understated diplomatic style: "The problem with President Sadat was his inclination to dramatize things and give them undue significance. In many cases he imagined things which did not take place at all and made public statements in full conflict to what had

pseudonym, offers us civil war in Iran as a threat to make us care. The book is a cliché-ridden account of Iranian political and economic history from the middle of the last century and it ends with a call to arms against Islam. "The struggle against Khomeini is inseparable from the struggle against Islam". Nima's argument is that the revolution in Iran was always reactionary and the Iranian working class have yet to learn the art of the revolution. An attempt to explain why the present regime thinks as it does would have been a more helpful ending than a party political on behalf of a non-existent party.

Medicine and Power in Tunisia 1780-1900 is an excellent little study of how Tunisia came to be dominated by Europe. Nancy Elizabeth Gallagher, from the University of California,

in depth some of the common concepts and accepted perspectives on the Middle East. The editors perceive the Middle East as extending from Algeria to Iran and from Turkey to Sudan, an area of enormous strategic and economic importance.

It is sociology at its broadest, trying to get behind political, demographic and cultural "facts" and testing definitions and analyses. In particular the editors have tried to find new insights into the changes in Middle East societies in the context of their relationship to the capitalist world and examine to what extent this makes them dependent. It also examines the different meanings of modernization in the rapid growth economies. This is essentially an academic reader but anyone studying the Middle East could profitably dip into it to gain new perspectives on familiar areas.

Mobilizing Human Resources in the Arab World takes a look at human development in the rapid growth economies of the Arab states and points to some problems the societies will have to face through unequal rates of development. Dr Shaw identifies the major problems as flourishing construction industry but poor agricultural performance, rapid population growth, the failure to integrate women into the development process and the failure to adapt the education systems to produce the needed skilled workforce of the future. As a former United Nations development official, Dr Shaw is able to take a longer view of the effects of the oil boom and predicts that unless these issues are tackled quickly they will be impossible to remedy later on. The book has good clear tables and extensive statistical information and will be useful to anyone concerned with population and development studies.

Richard Dowden

The annual exhibition of books for and from the Third World takes place between 10am and 6pm in the Jeffery Hall at the University of London, Institute of Education next Tuesday (January 31). Admission free. The theme will be "Children in Special Need". MENCAP has arranged an art competition on this theme and entries will be on display at the exhibition from January 30 to February 15.

Primary moves

In-service Training of Primary Teachers in Africa, Edited by Jeremy Greenland. Macmillan, £8.95, 0 333 36298 5.

The task of providing in-service training for primary teachers in countries with expanding needs, concerning budgets, large numbers of unqualified or sub-qualified teachers, and considerable migration of the better trained teachers to junior secondary schools, is a daunting one and it is surprising that the ringing intentions of national development plans to provide further training for all primary teachers are carried out in patchy and incoherent schemes.

The INSET Africa project, reported in this book, covered 13 English-speaking countries, each of which contributed a researcher to the project team. The results succeed in providing a practical focus for thought and policy making. The synthesis of the results of country-by-country enquiries is filled out by 17 case-studies of different approaches.

Some problems will disappear with time - such as the large corps of devoted primary teachers whose qualifications have been overtaken by younger entrants to the profession, and who are resentful that those younger people have higher status and promotion chances.

Others will remain: the tension between providing academic in-service training, which the teachers themselves want, and practical courses to improve teaching skills and knowledge of children, or the isolation of staff in the training colleges, from new curriculum developments.

The survey shows the difficulties of very short courses, correspondence courses, lack of follow up in many courses, and so on. But the case studies also show some successful initiatives that will be able to provide models for future initiatives.

Virginia Makins

Health food

Practising Health for All, Edited by David Morley, Jon Rohde, and Gles Williams. Oxford University Press Oxford Medical Publications £2.00, 0 19 261445 2.

The Third World is an overwhelming concept: population explosions, famines, epidemics, revolutions, and the list can be extended until the problems magnified until the hopelessness of these helpless peoples induces more passivity, or wonder at anyone who imagines that concrete improvements are attainable.

The truth, however, is a good deal more prosaic. As the authors of *Practising Health for All* repeatedly show, global averages disintegrate whenever subjected to specific analysis. Karak, for example, is one of the poorest, but most overcrowded states in India. But in the last 30 years a commitment to social justice has resulted in infant mortality rates more than two and a half times better than the national average, the virtual elimination of illiteracy among children, and in consequence a birth rate about three quarters of that found in the rest of India.

There are 18 detailed case histories. Many discuss programmes highly unknown. Others have been reported on specialist journals. But this is not from specialist journals. But this is not an expert's book. Primary health care goes to the heart of such development issues as the structure of power, the nature of starvation and the requirements for change.

Not the least of this book's virtues is that it demonstrates the interplay between these factors and their impact on people's health in a way that is always accessible and factual. The price is a publishing miracle all on its own - a testament to its sponsors' conviction that "knowledge demands this price."

The consequences of ignorance

Jennifer McKay on the importance of sex education

Pregnancy among young teenage girls is hardly a new problem in developing countries, but it is a growing one. Trying to prevent it is just one argument among many for improving the provision of sex education.

If pregnant schoolgirls are asked what they know about reproduction it is clear that more discussion about the consequences of sexual feelings could have saved them, their families and their babies a great deal of suffering, as evidence from Grenada shows. Young pregnant girls there said they thought their bodies were too immature to "catch" a pregnancy and so they had not thought they could become mothers as a result of sexual intercourse. Others limited their sexual encounters to one a week, thinking that would prevent pregnancy.

Throughout much of the Third World the consequences of such ignorance are evident. Unwanted pregnancy among young adolescents in Africa is reaching epidemic proportions. The rising number of botched abortions is causing serious concern in Sri Lanka, where the procedure is illegal. Sexual transmitted disease is spreading fast and can result in infertility. These are powerful reminders of what can go wrong. In addition the anguish which can be caused by ignorance and fear about sex can have repercussions throughout adult life. For example it is advisable for women to wait until their late teens before having a first baby. Infant and maternal mortality rates would be known to fall if that simple fact were known and heeded. Or, in the case of couples who want a child but think they are unable to have one, much heartache might be avoided if they knew the time of month at which women are most likely to conceive.

There is no doubt that sex - or

"family life" - education is neglected by many schools and many governments in rich and poor countries alike. Three-quarters of the children currently aged under 15 will have no access to teaching about reproduction, the health, according to estimates by the International Planned Parenthood Federation. What information children do acquire is likely to come from their friends and family and to have been laced with false or poorly understood "facts".

There are a variety of reasons for this neglect, and in some countries a distaste for the subject is enshrined in the law: while in the Philippines sex education is mandatory, in Indonesia and Sierra Leone it is not and in Chad, where the law is modelled on the French anti-contraception law of 1920, education about reproductive health is banned.

Even where the law cannot be invoked against sex education, religious views and custom may be. Indeed it would be hard to find two people, let alone two nations, who agree entirely about what should be taught to children at what age. Modernization and rapid change can add to the uncertainty, if, as in Nigeria, many of the traditional duties of parents are given to schoolteachers, but not that of teaching about sexual relations. Traditional customs such as initiation ceremonies used to be a means of informing children about sexuality. These customs are disappearing but schools have not yet been encouraged to take over this particular role of parents and relatives, according to Davidson Umeh of Anambra Education College.

One common objection to the provision of sex education outside the home is the fear that children will want to

experiment, sooner than adults think they should. There is no evidence to support this view. All that research has shown so far is that if a sex education course includes information about contraception then the pregnancy rate among teenage girls is likely to drop.

The fear that more values will be undermined is especially common in countries where traditional values are changing, as economic development proceeds, and where the age at which young people marry is rising, as social and economic independence is postponed. Yet few people believe sex education should be just about the mechanics of reproduction. Moral values and what is acceptable behaviour should form part of it. Tension arises when what is taught represents a society's ideals rather than its actual practice, either among adults or young people. Surely it is better to take some account of human behaviour, if, for example, the principle of sexual abstinence before marriage is being openly flouted, is it not a good idea for that principle to be discussed? As the Caribbean example showed, too little knowledge can be as dangerous as too much.

One of the most controversial aspects of sex education is contraception. Many people object to contraception because it allows the separation of sexual activity from reproduction. Roman Catholics are a good example, as is Saudi Arabia, where the use of contraception was banned in 1975. Even those who accept that married couples should know about it may think children should not. In Indonesia it is against the law to provide contraception to anyone under 17 even though almost half of Indonesia's women have their first child before then. Others, such as the governments

of Sri Lanka and Ecuador, regard decisions about family planning as personal and consider the knowledge about how to do that as a human right. (A resolution to this effect was passed by the UN Conference on Human Rights in 1968.) Teachers and parents have to decide for themselves what to teach, based on what is permissible in their own countries and on the circumstances of the children in their care.

Even where there are no religious or customary barriers to sex education there remains the financial one, especially in the developing world where money for education and health services is in short supply. If sex education is not considered important then its share of resources will not be large and this may be reflected in the quality of the teaching and, more seriously, the teaching materials.

This problem is gradually being rectified, however, as two recent publications show. *Growing Up*, published by the Lika Publishing Foundation in Nigeria as part of their Guide Book series, is a frank discussion of the physical aspects of sex and reproduction written by James N Docherty, a family doctor in London. The photographs and graphics are clear and the explanations of everything from nutrition to contraception informative. Much less glossily produced, but nevertheless a useful aid to teaching, is a flipchart from the Family Planning Association of India entitled *The Parent Teacher and The Adolescent*.

The combined effects of embarrassment and reluctance to face the issue of sex education is compounded by the fact that many adults simply do not have adequate knowledge themselves. One member of parliament in Kenya,

for example, recently announced that the contraceptive pill can give a baby two heads, and the story was widely reported in the press. It is well-known that children get most of their ideas about sex from family and friends. This means the effect of teaching children well would be cumulative. The more people, young and old, who know the facts and are able to discuss them, the more people there will be in the near and distant future who will benefit, even if they never have any formal sex education.

Publications and addresses: *Adolescent Pregnancy in Grenada*, a study by Dr Tirani Jagdeo for the Caribbean Family Planning Association, PO Box 419, St Mary's Street, Antigua.

World Health Forum, (volume 4, 1983), a quarterly journal about international health development published by the World Health Organization, 1211 Geneva 27, Switzerland. *Growing Up*, by James N Docherty, published by the Lika Publishing Foundation of Lagos, 4 Modupeola Street, Onitapeta, Idimongoro, PMB21409 Ikeja, Nigeria.

The Parent Teacher and The Adolescent, published by the Family Planning Association of India, Bajaj Bhawan, Nariman Point, Bombay-400 021.

The IPPF's library has a good selection of sex education films and books from all over the world. Some are available for loan or hire and they may be consulted at IPPF, 18-20 Lower Regent Street, London SW1.

Jennifer McKay is staff writer for the *International Planned Parenthood Federation*. She writes here in a personal capacity.

Less exotic, but more real

Dave Berry on the work of the Latin America Bureau

"If you ask someone in the street what they know about Latin America, the usual response is a mixture of war, football and revolution, culled from TV and vast rivers, cattle and mountains remembered from old school geography lessons." Lucy Taber highlights the lack of knowledge about this part of the Third World in Britain - despite the recent Falklands conflict and the continual turmoil in Central America. She works for the Latin America Bureau, a non profit-making research and publishing organization that is becoming the major resource and education centre for these developing countries in Britain.

The Bureau was set up in 1977 by Oxfam, War on Want, the Catholic Institute for International Relations and other development agencies. Six years on, it still relies on the agencies for money and support but it is now cooperatively run by its four staff: three researchers/writers and Lucy Taber, their publications officer. As she points out "we're not restricted by charity law or development politics so we can often say things that the agencies would like to say but cannot."

And that suits everyone concerned. They have now published 18 books. The latest title, *The Poverty Breakers*, about the role of the International Monetary Fund in Latin America, published last October. Central to their list is a general audience in cheap, attractively designed booklet form. And they write most of their books "in-house", often after several months of group discussion and usually using their own original research from frequent visits to Latin America.

Early on, the agencies encouraged the fledgling Bureau to produce readable introductions to each country in South and Central America, both for their volunteers and officers, and for the general public. This became the *Country Briefs* series and the Bureau has now published reports on nine countries, including Brazil, Uruguay and Bolivia. *Living with Ignorance*, next



month and editions on Peru, Haiti, Grenada and Honduras later this year. As befits a succinct text, complete with boxed information, chronologies and maps. And as the Bureau gained publishing confidence, they produced the booklets to look like trade paperbacks rather than "volunteer" handbooks. *Chile*, published last September, had a print-run of 4,000 copies. Their most successful book, *Under the Eagle* - about US involvement in Central America - has sold 10,000 copies since publication in 1980, a figure that would not disgrace Penguin.

These publishing successes encouraged the Bureau to produce resource material. In 1982, with funding from Christian Aid, CAFOD and Oxfam, they launched *Land and Liberty* - a slide and tape show that reviews the history, geography and people of Latin America. This show has been well-received by teachers and educationists all over the country. As Robin Robinson, a geography teacher at Tadcaster Grammar School in Yorkshire explains: "It's really an excellent. The approach is fresh and from a view you just don't see in the press. They're really well-researched and take an objective view." He uses the slides with sixth-form general studies students but other teachers have used *Land and Liberty* in geography, economics and social studies classes in

lower forms. Some teachers requested more back-up material and the Bureau is to publish background Discussion Notes this Easter.

In the autumn, two new projects are being offered to schools, a Caribbean Development Education Project (CADEP) and a Village Study from El Salvador. CADEP is part-funded by the EEC Development Fund and looks at the Banana Industry and development models in three Caribbean islands. The Bureau intends to produce desk-materials cheap enough to buy for a whole class, as well as teachers' handbooks.

The idea behind the Village Study is that, unlike Africa and the Indian sub-continent, there is very little material about Latin American villages that can be used in schools. Two villages, Guazapa and Chateanango, were chosen from El Salvador's "liberated zone", which is controlled by the oppositionist Democratic Revolutionary Front (FDR). A controversial decision? Martin Honeywell, one of the staff writers, thinks not. "We wanted to look at two villages that didn't rely on American or Russian aid, that were struggling for change but were not disaffected areas. An Oxfam worker in El Salvador told us that in the 'liberated zone' teachers from ANDES, their union, were physically building schools for the first time. This seemed something that would appeal to British schoolchildren and teachers, especially as ANDES has official recognition from our own NUT."

Honeywell hopes that projects like the Village Study will help replace the traditional images of Latin America by something less exotic but more real. And like the other staff members, he considers that a sign of success of the Latin America Bureau will be if future British people know that the continent is a little more than cowboys and guerrillas.

Information and details of publications may be obtained from Latin America Bureau, 1, Amwell Street, London EC2A 3EJ.

Development brief

Modern Africa, by Basil Davidson (Longman £3.95) is an up-to-date study of African history since 1914, including the colonial years, the nationalist movement and decolonization, and the fight for independence. The author documents the major events and discusses their implications, raising major questions of national stability, unity and economic development, providing an important overview of twentieth century movements and ideas. It is mainly for students taking senior level examinations, although also of interest to both teachers and general readers.

The Nigerian Oil Economy, by J K Onoh (Croom Helm £13.95) is an in-depth examination both of the role played by oil in the Nigerian economy and the country's position in OPEC. The Sixties saw Nigeria as a world producer of oil, neglecting other traditional sources of income. Warnings of the dangers of non-diversification were largely ignored and by 1980 the economy was in need of urgent repair and massive government intervention.

This is a comprehensively detailed book that should prove useful to those concerned both with petroleum economics and international finance.

Rural Development: Putting the Last First, by Robert Chambers (Longman £2.00) offers students, researchers and development workers a provocative and informative "snapshot" of the issues affecting rural poverty worldwide, and of the possible strategies for its alleviation. Teachers of geography and current affairs would be well advised to acquire this readable and deeply-felt book, both for their own edification and also for that of their older pupils.

Agrarian Reform in Contemporary Developing Countries, an ILO-WEP study edited by Ajit Kumar Ghose (Croom Helm £17.95) includes seven detailed case studies on Ethiopia, Peru, Chile, Nicaragua, Iran, Kerala and West Bengal. Its approach is highly technical, and its appeal will be primarily to economists.

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briefings radio & tv

For schools

THE ENGLISH PROGRAMME
(Mon 10.31, Wed 10.21, ITV)
An adaptation of C.P. Taylor's 'The Rainbow Coloured Disco Dancer' in which a teenage girl finds her identity and accepts her mixed-race parentage.

ZIGZAG
(Mon 11.00, Wed 14.40, BBC2)
The new unit on 'Space' continues with a look at planets and comets. Eight and nine-year-olds learn about the size, movement, position and physical nature of planets and the strange behaviour of comets.

STARTING SCIENCE
(Monday 11.22, Thursday 9.42, ITV)
A pair of programmes for seven to nine-year-olds to introduce and develop the idea of 'Metamorphosis'. This week a visit to the Quaker Oats factory shows how scientists develop and market a new cereal.

THE HISTORY TRAIL
(Monday 14.18, BBC2)
What was it like to live in London in the 1780s? Nine to eleven-year-olds follow the adventures of Jonathan, first in the household of a young man-about-town and then as he tries to survive with no job and no social services to help.

BOOKS, PLAYS, POEMS
(Monday-Friday 00.30, VHF4)
Two more programmes on contemporary poets include the work of TS Eliot, Sylvia Plath, Thomas Hardy and W H Auden. The final unit for upper secondary students takes the form of a commentary on Tom Stoppard's plays.

COMMUNICATION
(Monday-Friday 00.55, VHF4)
Finishing the pairs of programmes for CSE and City and Guilds students, these broadcasts offer advice on how to deal linguistically with complaints and crises.

ALIVE AND KICKING
(Wed 9.47, Thurs 10.11, ITV)
'Growing' and its partner programme

'Growing Again' aim to help five to eight-year-olds think about the different ways they grow. Children aged between 18 months and nine years in one family provide information on what is expected of children of different ages.

SCENE
(Thursday 10.34, Friday 14.01, BBC2)
A play for 14 to 16-year-olds, in two parts, by Jack Rander, 'The Kids are OK' examines the effects of marriage breakdown on children.

RELIGIOUS EDUCATION
(Friday 14.40, VHF4)
An examination of the way different faiths view 'The Problem of Suffering', begins with the Hindu belief in reincarnation. Thirteen to sixteen-year-olds are also asked their answer to the question 'Why did it happen to me?'

General interest

THE FIRST CHRISTIAN
(Sunday 21.15, CA)
The life and teaching of St Paul is discussed here by former nun Karen Armstrong, who suggests that Christian authoritarianism and intolerance began with Paul.

THE HEART OF THE DRAGON
(Monday 21.00, CA)
Focusing on activities found in all societies, this 12-part documentary series presents a picture of the life of ordinary people in China.

'There can have been few more provocative programmes made in the history of schools broadcasting'

A fitting tribute

BT
1984
ITV Network
Tuesdays, 11.38 - 11.58.

Months and months ago, whenever these things get planned, someone in the Schools department at Thames Television had the bright idea of commemorating the year by doing a series of programmes inspired by George Orwell's *Nineteen Eighty-Four*. They weren't to know then that even by the end of January we would all have been swamped by a tide of Orwelliana. Even if they had, they would probably still have gone ahead, for the resulting series is something quite different.

At the end of the first programme, which might not be studying the novel, 1984 is a unit of five programmes which are notable for their conscious lack of objectivity. Polemical, one-sided and outspoken (and hence a far more fitting tribute to Orwell than any number of hushed, reverential biopics) they seem bound to stir up controversy in the staffroom as well as the classroom.

Anthony Burgess, no less, got the series under way with a personal account of Orwell and the famous novel, compressing into 20 minutes almost all the salient points *Arena* recently took five programmes to make. A doubleplus good introduction, it effectively spelt out the ways in which the British society impinged upon Winston Smith, and so cleared the way for the remaining programmes.

They are named after the four Ministries Orwell imagined governing Airstrip One: Peace, Love, Truth and Plenty. Each is a personal statement by

a different writer - and if they are therefore inconsistent and contradictory that, says series producer Peter Tabern, is all to the good.

Plenty was discussed this week by the young New York comedian Eric Bogosian. In a mixture of monologue and interview he gave a disturbing picture of Western consumer societies. 'I like to turn over rocks and look at what's underneath them,' he admitted, echoing Larry Bruce. Channel 4 may like to consider introducing him to adult audiences.

On January 31 Czech writer Zdena Tomin looks at human rights and freedom of expression in her homeland under the heading of Peace. She arrived in this country in 1980. 'I could not get used to feeling safe,' she recalls, using a short playlet to dramatize the plight of Czech dissidents who cannot even talk of the threat of war because of their fear of the secret police. Philip Knightley's film on the subject of Truth (February 14, repeated February 21) explores what is essentially a somewhat similar area. A *Sunday Times* journalist, he follows a colleague trying to find out the truth behind a news story in this country.

The Love Christopher Priest deals with in his play *The Watched* (February 7) is of the 'love thy neighbour' variety. A science fiction story, it imagines a world seeded with 'scintill-bee' monitoring devices so small as to be virtually invisible. In particular it examines the chilling effects they have on the life of the inventor Richard Ordor. Like all the other programmes in the series, *The Watched* is presented without comment or introduction.

There can have been few more provocative programmes made in the history of schools broadcasting.

Hugh David



Off the rails

VIDEO
Yorkshire Steam
Format: VHS or Betamax
Price: £35 plus VAT
Available from Yorkshire Television Ltd, The Television Centre, Leeds LS3 1JS.

This tape serves brilliantly to illustrate the point that there is a real difference between a television broadcast programme and a videocassette programme. As a 25-minute regional television film, *Yorkshire Steam* must have been most entertaining. Packaged as a cassette for hire or purchase (and advertised as an 'historical examination of the railways in Yorkshire') it is a disappointment.

Within the framework of an actual rail tour from York to Leeds and Harrogate and back to York on a train hauled by that elegant steam giant, the 'Flying Scotsman', we are introduced to the Middleton Colliery line (where steam locomotion was used as early as 1812), the notorious Bramhope tunnel, the development of the record-breaking Pacific locomotives of Sir Nigel Gresley and (as we return to York), we are treated to a few thoughts about the motive power of the future.

It is good to be reminded *en route* that the so-called Victorian 'Railway King', George Hudson, was a man 'whose business acumen was as astonishing as it was corrupt', and it is fascinating to see a memorial built in the shape of a tunnel, in Otley churchyard. It commemorates the unknown number of men who died in the building of Bramhope tunnel. However, this remains an idiosyncratic and episodic tour of the Vale of York.

Admittedly 25 minutes is not long, but what are we to make of an 'historical examination' which omits any reference to those pre-grouting giants, the Great Northern and North Eastern Railways, or to the less glamorous but extremely sensible Lancashire and Yorkshire Railway? There is nothing about that spider's web of lines around Sheffield, almost nothing about the once enormous volume of coal and mineral traffic, the trans-Pennine routes or the more general impact of the railways on scenery and society.

Yorkshire Steam is only a passing entertainment for the historian or general viewer, the railway enthusiast will not be disappointed by the way the camera catches No 4472, Gresley's handsome beast in view for a lot of the time and a microphone is on hand to record its distinctive vocabulary. Despite some very crass choices of music for the soundtrack, it is all very nostalgic - but nostalgia is not the same as history.

David Self

Next week

A review of Channel 4's major new documentary series about life in China today - 'The Heart of the Dragon'.

Carolyn O'Grady

Pop, rock and O levels

Last year 80,000 young people and 1,000 teachers and careers officers wrote in for Radio 1's free information pack on how to choose O level and CSE subjects. The pack was offered during a series of bulletins aimed at 13 to 14-year-olds on the same subject. Not surprisingly in the light of this response, Radio 1 are broadcasting a new series of bulletins next week, beginning on Monday January 30, and offering another information pack. Interspersed among the pop and rock teenagers can hear brief interviews with other school children and teachers on the factors which will influence their choice of O level and CSE subjects.

The bulletins go out three times a day (at 7.40 am, 4.40 pm and 8.40 pm). They last only a few minutes, but there is a lot of pertinent information and useful advice packed in a form and a context which may be more acceptable to teenagers than the same advice from parents and teachers in home and classroom. DJ Peter Powell, who introduces the bulletins and acts as spokesman, sounds authoritative and informed, and he is far less pompous

and patronising than many DJs.

Some of the information is pretty obvious, though none the less necessary for that. Tuesday's bulletin, for example, is on the need for maths and English. 'They are basic subjects', 'I'll need English to compose letters in my work', 'I need maths on holiday to deal with foreign currency' are some of the comments. But the teacher, at the end of that bulletin leaves one in no doubt: 'All jobs demand basic numeracy and literacy'.

Other items show evidence of a lot of research. Wednesday's bulletin is about practical subjects. There is a good interview with a boy wanting a job in metal work, who chooses only practical subjects, followed by a nice chronicle from a teacher who emphasizes that you need physics as well as metal work if you want to be an engineer. In other words, a combination of practical and academic subjects is necessary for many jobs which are considered 'practical' in this society.

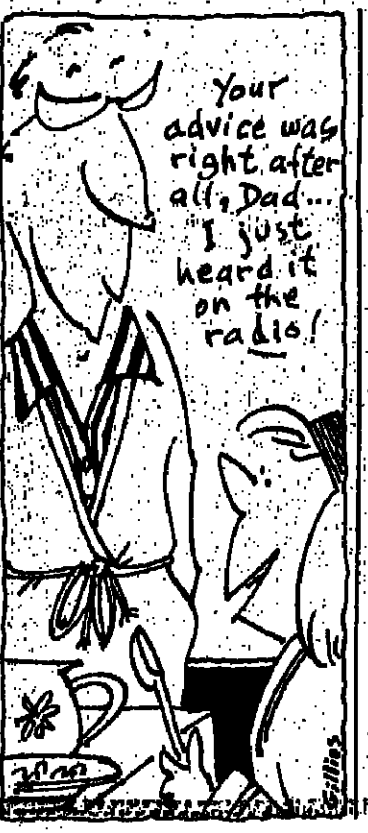
Two pupils warn their peers that practical subjects are not a soft option. 'They demand a lot' and the same

warning is repeated regarding CSE subjects in a later bulletin.

Thursday's interviews are a continuation of this theme. A clear-thinking girl has worked out exactly what combination of subjects she needs for her chosen career - forestry - and even has an alternative - farming - which requires the same qualifications.

But what of those young people who have not decided on a career? 'Get a variety of subjects - from each subject family,' suggests one teacher (there are occasional asides on being able to pick up missed qualifications later, but the emphasis is on making the right choice now). This is about all he can say, but he says it with conviction.

The 30-sheet information pack contains information on a large variety of occupations with the necessary or recommended qualifications. There is also advice on how to apply for interviews and how to match interests with jobs. This can be obtained from 'Which Way Now?' Freeport, Sheffield S1 1AZ.



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Nursery Education

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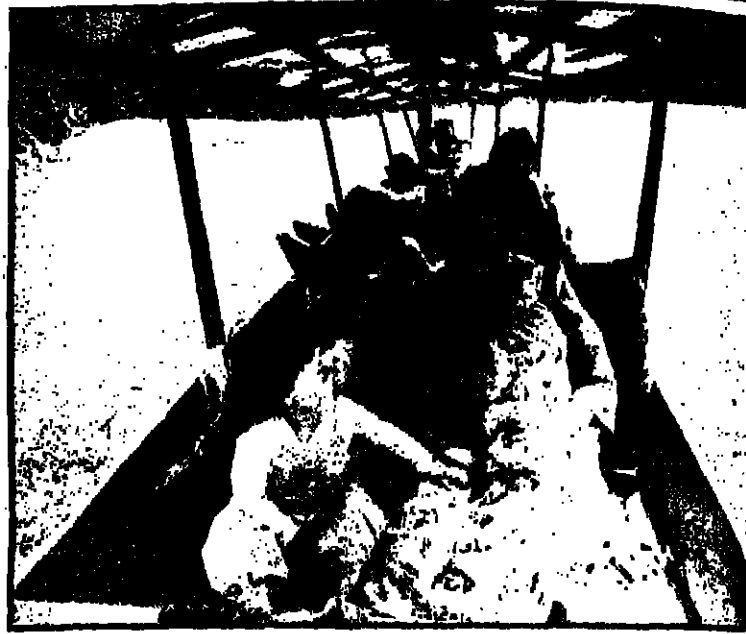
Starting young

continued

On occasion, we stopped at fishing lodges, of which there are several scattered throughout the park. Built high above the water level, for the Tembeling and its tributaries can rise 40ft overnight in the rainy season (November-December; the park is closed), they are simple affairs boasting in most cases running water and telly-lamps; the fishing is good, mainly carp, and a week in one of the less accessible lodges will satisfy the most ardent seekers after solitude: the River Tahan, closest to the headquarters, is probably the most spectacular, and the best season in the park is February-March and July-August.

Those who prefer to climb mountains, on the other hand, have Gunung Tahan at their disposal, the highest mountain in the peninsula at 2,187m. It takes nine days to walk there and back and is more of a trek than a climb. Afficionados of caves have a wide choice of limestone outcrops, the remotest of which is not yet on the park map. I reached it after an hour and a half in the boat and seven hours' walk in quest of elephants, and was glad not to have Katherine and me when I disturbed an exceedingly large colony of bats. Crouching down to avoid the holocaust of wings, I came face to face with a nest of ghost-white cave snakes writhing in the darkness, one of which was in the process of eating a bat. It was a sinister experience, and it gave me nightmares.

After we left the Taman Negara we



Katherine and her mother

paid a visit to the east coast, and the duck was discarded for a set of plastic buckets. It is the jungle, however, that lingers in Katherine's imagination five months later, and elephant stories at bedtime are still the most popular; grizzly bears are edging into second place, so I suppose we shall be going to Canada this summer.

Return tickets to Kuala Lumpur can be bought from Asian Dreams at 49 Old Brompton Road,

London, SW3 for £539; the Taman Negara can be reached by car or taxi from Kuala Lumpur, and those wishing to stay in the headquarters should arrange their visit in advance; this can be done by Asian Dreams, or by writing direct to the Wildlife National Parks Department, Block K20, Government Offices Building, Jalan Duta, Kuala Lumpur.

Neither visas nor inoculations are required for UK citizens but a sun hat, sun cream and mosquito repellent are recommended.

Not a bad place to retire to

Frederick Cosstick on the pleasures of living in Dieppe

Having been born not a stone's throw from the boarding house in Seaford where Lady Blanche Hozier took refuge from her difficult husband, Sir Henry, together with her four children, including the future Clementine Churchill, there is a certain poetic symmetry in my writing these lines in Puya, the little village on the outskirts of Dieppe, not half a mile from the farmhouse on which Lady Blanche descended with her family in the summer of 1899.

She was a formidable woman herself, eventually feared throughout the large British colony which lived in Dieppe before the 1914 war. When there was a black ball/white ball election to decide between two rival Anglican parsons in the town, it is believed that the black balls had it thanks to a large number of extra votes smuggled into the voting chamber in Lady Blanche's muff.

For the vast majority of travellers to France, Dieppe is merely a place to be passed through on the way to delights further afield. However true this may be of Newhaven, on the other side, it is not so with Dieppe. Ever since the Vikings reached it, and exclaimed "Dyeppl", the Norse for deep water, it has been a place of considerable importance and interest.

For British and, in particular, Canadian visitors, there are many poignant reminders of the tragic day of August 19, 1942, when the ill-fated Dieppe landing was attempted. At the end of the long promenade, below the castle, is the Canadian monument, flanked behind by two large maple leaves, picked out in red flowers against a green background. Above the town, in a well-tended cemetery of the War Graves Commission, lie more than 1,000 men who lost their lives on that single day.

Not far down the road towards Rouen just outside the little town of Auffay, stands the Château de Bosmelet. Built in 1632 as a pleasant, peaceful residence to replace a fortress which did not accord with Richelieu's plan to centralize power into the hands of the king, it and its occupants, save many vicissitudes, but it remained a small, comfortable dwelling, intact, until 1942 when it was burned down on its last day.

A few months earlier, the leader of a French resistance network, Michel Hozier, disguised as a Canadian, had penetrated on to the site of the château grounds, and discovered that the

mans were building a rocket-launching ramp pointing in the direction of London. It was one of an enormous number stretching along the northern coast of France, and Holland's group plotted the position of every one and sent the information back to London. The great raid of February, 1944, eliminated the majority, and London was spared obliteration. Michel Hozier was dubbed "the man who saved London" by Churchill, and awarded the DSO.



The Château de Bosmelet, Dieppe

However, the Château de Bosmelet had been virtually destroyed, and the Baron, when he returned in 1945, gave up all hope of restoring it. Not so his sturdy English wife, Diana. Aided by the yachtman, Uffa Fox, and with hard-won grants from the Ministry of Fine Arts and Monuments, she succeeded in reconstructing the château. She gathered together many of its ancient treasures, portraits of ancestors, of Louis XIV, Louis XV and his child-fiancee, the Infanta of Spain, down to a striking portrait of her own mother by John Singer Sargent, and the château is now well worth a visit. For Brague admires there is an essential pilgrimage to the little cliff-top church at Varenvillers, just beyond

Pourville. There is an attractive blue stained-glass window which he designed, and a large mosaic bird spreads its wings above his great tomb. Even if you do not like Brague, the twelfth century church has been lovingly restored, and the view from the cliff edge on which the church stands, along the coast up towards Dieppe and Le Treport, is well worth the detour.

Nearby is the fine sixteenth century manor of Jehan Ango, Dieppe's most famous son. Shipbuilder and maritime councillor to François Premier, his fleet was the scourge of the Portuguese off the coasts of Africa until, in 1528, the King of Portugal prevailed upon François to call off his terrible scowls. It was two of Ango's captains, the Parmentier brothers, who inaugurated the "crossing the line" ceremony when they passed the Equator in 1529.

Back in Dieppe, though most of its history was warlike and maritime, there are reminders of gentler pastimes and of art and writing. It was a favourite place for Max Beerbaum, Aubrey Beardsley and George Moore; one of King Edward VII's mistresses held court there, and there Oscar Wilde sought obscurity after leaving Reading gaol. Walter Sickert, friend and emulator of the great French impressionists, lived and made his mark in the town with his eccentric, not to say exhibitionist, behaviour. None the less, he was a great favourite of the young Clementine Hozier. The great frowning castle of the town houses the western heights of the town houses an interesting art collection including several of Sickert's works.

Dieppe offers an excellent pedestrian shopping precinct all along the Grande Rue; a Casino where you can dispose of your extra money at blackjack and roulette; and the delightfully named Thalassiotherapie, where you may indulge in seawater cures for your ailments. Not least, there is an excellent golf course along the cliff top towards Pourville.

In its heyday, Dieppe was popular with retired British military men and colonial servants because it was much cheaper than living in England. That is no longer the case, but if you have a taste for living in France while keeping in touch with dear old England, it is not at all a bad place to retire to. Risking a charge of disloyalty to my birthplace, I would hazard the opinion that it is more lively than Seaford, and furthermore, is only just over two hours in a fast car from Paris.

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EXTRA

Bright lights and wondrous confusion

David Wickers in Istanbul

"Istanbul is nice?", inquired the lady in a sari, on the plane for Karachi, as she peered down through the cloud which veiled the city in shades of dullness. "Not very nice", she answered before I could. "Not green."

From the plane perspective, even on a clear day, Istanbul reveals nothing of its exotic self. Its profile, described by the voluptuous domes of its umpteen mosques with their slender, pencil-sharp minarets that wait all day to puncture the setting suns, remains camouflaged. Only sailors, who arrive through the Dardanelles, across the sea of Marmaris, up into the Bosphorus and dock right in the heart of a travel poster, enjoy such instant treats.

Come by air and the next step in the courtship is the airport-to-city-centre triple cartage-way, a grimy, grey ribbon laid arbitrarily across a wasteland and crossed by concrete bridges that appear to come from nowhere special and go to nowhere else. I rode in a big black American Chevy which botched out on its springs each time it met pot holes. It was raining, somewhere between drizzle and downpour, as it often is in Istanbul. The car windows steamed up like the inside of the national baths and the traffic slowed to a snail as soon as we passed beyond the ancient city walls. "In Istanbul it is very difficult to move," a guide later told me. "There is much confusion."

She later told me that my hotel, the Pera Palace, was originally built as a kiosk for a sultan's daughter, but I'm sure she meant something more flattering. In 1892 it was established as a hotel by Wagon Lits to accommodate their Orient Express passengers in a style they had already grown accustomed to on the ride down from Venice. Agatha Christie wrote the book of the film of the train here, and Kemal Ataturk, founder of the modern Turkish state, lived in a room which is now a museum.

I stayed in a room that felt like a museum. Everything in the Pera Palace has a magnificent feel of out-moded luxury about it. The furniture shakes at the hips when leaned upon, the beds are as solid as an overweight pasha, and the bathroom pipework looks and sounds like the original comphaband, while the pool-size bath has a plug hole as big as a sluice gate, covered with a solid-brass grid (presumably designed to prevent occupants from being accidentally washed away into the Bosphorus).

The pieces de resistance in the public areas include the *salles des fêtes*, a beautiful hall in brown marble with chandeliers, a samovar for instant tea and several brass-jardinières (with leggy mother-in-law's-tongues) making desperate attempts to reach the coloured glass windows (two floors above) and the lift, which creaks, groans and shudders its way to the fourth floor on the same engineering principles as the one installed in the Eiffel Tower. Fear not, there's a large Evil Eye beside the doorway, a familiar Turkish talisman that you will encounter elsewhere (assuming the lift makes it).

Throw open the window of any hotel in Istanbul and you'll invite a flood of cars and hooters, shouts and screams, coughings and gobbings and all the unidentifiable clatter of one of the world's most vibrant, apparently anarchic cities. It is an irresistible call. Istanbul lies three hours ahead of London and by the time I could turn around in the Pera Palace and get back into the wondrous confusion, the day was already nudging into evening, and still wet.

Istanbul's night streets are filled with pockets of bright colours, plus music, dancing, eating, drinking, commercial trading and transport. Such distractions can be dangerous. The black pavements are like a minefield for fickle ankles; they are so pitted, mud-bathed and littered with meaningless bollards, unguarded cellar entrances, steps and workmen's impediments that you have to spend half the time peering down and missing the action.



Astute fortune-telling Turkish pigeons in Istanbul

Istanbul makes little attempt to tuck itself up for the night. Its streets become the exclusive domain of men who appear washed ashore in a world without homes to go to. Inside countless cafés, bathed in harsh fluorescent, you see rows of inevitably smoking, invariably moustachioed faces looked into a card game, the colour TV or the sheer companionship of friends. Cramped into the smallest, fuggiest of spaces, they take part in the ancient Turkish skill of sitting on a simple wooden chair in 101 variations of posture.

One group's evening had not turned out well. I saw them carrying their wounded on to the street. He could well have suffered a heart attack, a fate likely to occur to several others if they didn't ease up on the panic tempo. About five or six ushered him into a car, each trying to be the last one to touch him, while the rest ran to and fro around the far side, opening and closing the doors - and boot for some reason - while shouting instructions to the manhandlers.

In Istanbul you are either walking up hills or down hills and your calves soon curse its indecisive geography. That night I pointed first towards Taksim square, the city's main one with its well guarded memorial to Ataturk. Then down, through the busy bright lights of the Flower Market that displays its fruits, flowers, vegetables and fish like works in an art gallery, on through a web of lesser alleys to the Golden Horn, the neck of water that separates the old city from the new. Newer, that is.

I could sit, stand, lean or wander for hours at a stretch on the lower level deck of Galata Bridge, the Beating Ribbing span across the Golden Horn, and just watch the show. Day or night there is a procession of porters bent double with unbelievable loads, of pushers with carloads of bananas or whatever. In season, of tea boys swinging low gravity trays of oil in tiny glasses, of sesame roll sellers carrying their wares in what look like large

aquaria and the improvised movements of the disabled engaged in a life long struggle to avoid being pushed over by the crowds or trodden upon.

You can eat here, too. The fishermen tie up beside the bridge and sell their catch straight from the boat while their less fortunate colleagues make do with rods for catching, plastic carrier bags for storing, and washing-up bowls for displaying. As you eat sardines grilled over charcoal you gaze straight down the Bosphorus, the great divide between Europe and Asia, watching the raggedy armada of ferries constantly ply from one continent to the other or off towards the Black Sea. During the day they perform miracles of non-collision and at night call out with muffled grunts and bellows, scanning the waters ahead with single, fierce beams of light like wicked fairies.

Serious sightseers, as distinct from scene-soakers, will find that Istanbul offers a full agenda. It's packed with treasures and either a guide or a guide book is an essential companion for helping to grasp the shifts from Byzantium to Constantinople and on to Istanbul. I chose a guide and she chose the Blue Mosque as a first stop. I was soon immersed in hardcore history. The Blue Mosque, didn't you know, is a seventeenth century and the only mosque in the world with six minarets, all on account of how the sultan ordered this most glorious edifice to be constructed in gold, or *altin*, but got *ali*, or *si*, *minarets* instead.

We removed our shoes, mine still caked with yesterday's mud, and went inside. According to my guide's armoury of statistics, the Blue Mosque stands 43 meters tall, has 21,043 tiles (mostly blue), four giant pillars (gold marble), 260 windows (to show God's wondrous creations on the outside to the devout inside) and can hold a capacity crowd of 40,000 (if you include the courtyard). And it is very beautiful.

Continued

Wondrous confusion

continued

For a glimpse of the enormous opulence of the sultans we next stopped at the recently restored Dolmabahce Palace on the shores of the Bosphorus. Literally translated as the filled-in garden since it was built in the 1850s on reclaimed land, Dolmabahce is a textbook case of conspicuous consumption to the degree of utter extravagance. The rooms, one for each day of the year, are filled with 40 tons of gold, with ivory tusk candelabra, priceless carpets, a pair of Russian bear rugs (with heads), a hundred and something twisted glass balustrades lining the grand staircase, a mother of pearl sideboard, and 58 crystal chandeliers including a 750 lamp, four ton monster kindly donated by Queen Victoria out of British taxpayers' money. Dolmabahce is also best known to all Turks as the deathplace of Ataturk - each of the 156 clocks in the building is set at five past nine, the precise moment of his last breath (in the morning, though the clocks don't say).

The harem quarters at Dolmabahce are not open to visitors but, never mind, those at Topkapi are. Only by strolling through this labyrinth of rooms, an entire self-contained wing of the palace, can you fully appreciate just what the Carry On team have been suggesting all these years. Your ordinary sultan would have about 200 women in his harem, including around 20 favourites, and no other man would be allowed to cast even eyes upon them. Apart from that, from the eunuchs, mostly black, imported from South Africa aged eight, castrated aged ten. Topkapi, as the film portrayed, filled with priceless knickknacks - French pianos, Dutch tiles, Chinese vases, and this time a clock from Queen Victoria can be seen in the harem quarters stone, though the most famous of all the treasures is the dagger, the one with the diamonds and emeralds as big as pigeons' eggs. Topkapi was the sultan's seat of government between the fifteenth and the nineteenth centuries and is an overwhelming maze of rooms, courtyards, gardens and pavilions.

The first dry day should be devoted to a boat ride along the snaking Bosphorus, as far as the sight of the Black Sea, yo-yoing back and forth between Europe and Asia and calling at a variety of villages, some with boatyards, some with old wooden mansions, some with sultan's palaces and some, according to my guide, that are "bohemian, where women can go and there is a gin fizz". Other hours must be reserved for the Grand Bazaar, a covered market of 5,000 shops with individual areas devoted to the goldsmiths, the leathersmiths, the antique dealers, the leather workers and other traders, and the Spice Market for its wares of cinnamon, curaway, mint and thyme.

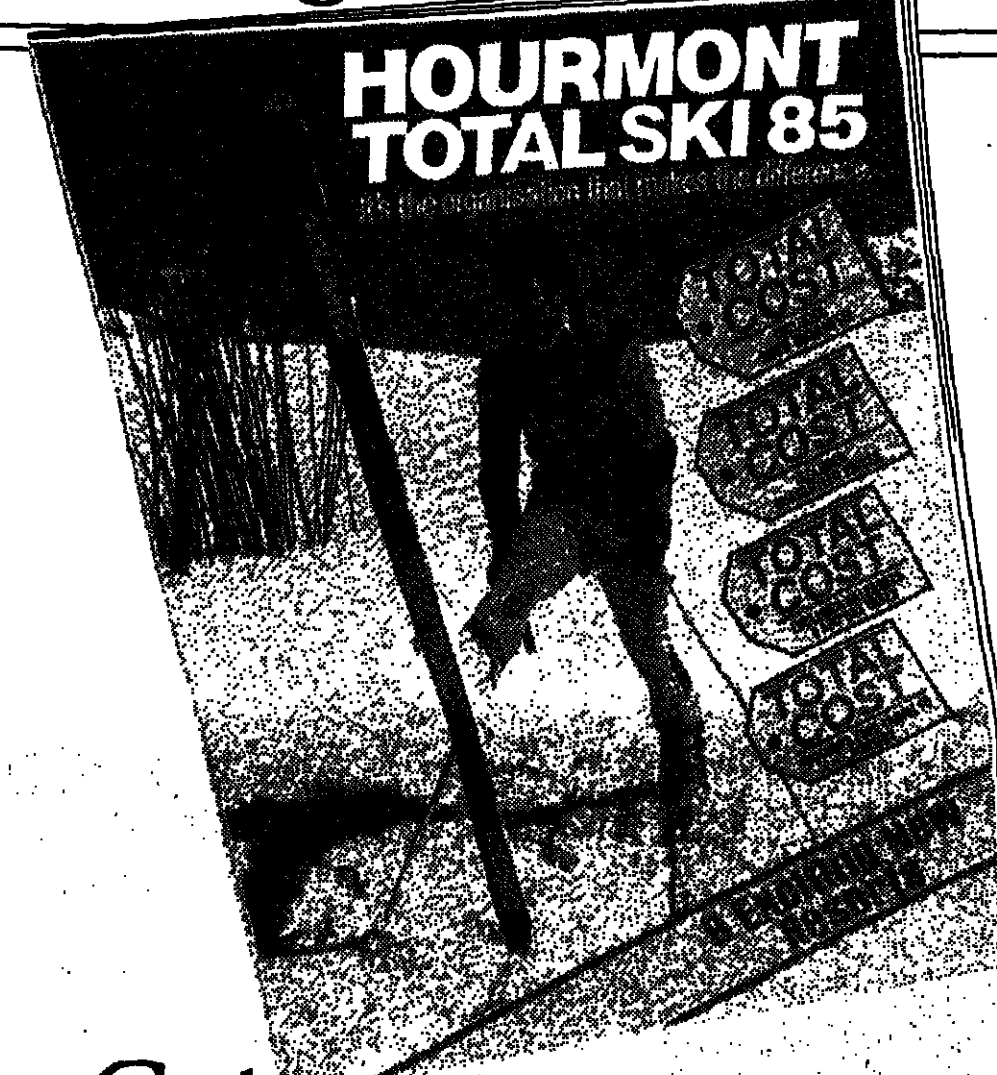
Just outside the Spice Market I had my fortune read by a Turkish pigeon. I paid the pigeon 10 lire and its owner 50 lire to take its photo, and then the pigeon stuck its beak inside a stack of pieces of paper and dropped one into my hand. The guide translated it: "You are the owner of this piece of paper." It astutely commented. "You're young, you're handsome (still astute) but you're thinking about something too much. Don't worry. Don't worry. You'll get your chance."

And I did. Feeling grimy and exhausted from the giddy rounds of city-sighting I saved the wettest experience till last. I went to the oldest Turkish bath in town, a 300-year-old establishment built like a mosque. The bath room was a massive domed room, lined with grey marble on every surface. Brilliant shafts of sunlight from stars and crescent windows in the roof pierced through the gloom and the splash sound was the echo of water being splashed on bodies from tiny silver bowls. Apart from watching Turkey Karas perform a belly dance in the Galata night club, it was Istanbul's most sensual moment.

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New England is a hospitable place, but book early for accommodation in the fall

Leaf-peeping in New England

By Angela Humphery

Hanover, Berlin, Milan, Moscow, Lebanon, Jamaica, Canton and Peru. We were, in fact, looking at a map of New England but more familiar to us were towns and villages with names such as Lincoln, Cambridge, Manchester, Putney, Hyde Park, Hampstead and Highgate Central.

Named in 1614 by Captain John Smith, New England comprises the six north-eastern states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont with its traditional capital being the city of Boston.

Its main attraction is its completely unspoiled natural beauty with small fishing villages studying the coastline from where the whaling fleets once sailed. The variety of seafood, from Maine lobster to clam chowder, makes it one of the best areas in America for what they so delightfully call "fine dining".

Inland, the hills and dales are covered with woodlands and dotted with villages with sparkling white clapboard churches, frame houses with colonial verandahs and picket fences; village-green with hand-painted antique shops and art galleries; winding narrow back roads; red barns and covered bridges; country inns and country stores.

The country inns, furnished with flower-sprigged fabrics, specialise in country cooking, and the country stores stock everything from cheddar cheese to check shirts.

From late September to mid-October there is a big bonus - that spectacular season known in North America as the fall.

There is a magical explosion of colour with each type of tree changing at a different rate from fluorescent yellow to pink pink and deep cherry. The brilliance of the maples, in particular, sets the whole countryside ablaze making it look like a gigantic forest fire.

Fall "foliage or leaf peeping" is a major spectator sport in New England, with "foliage reports" on TV, radio and in the press giving "percentages" of colour in the various areas. Vermont has its own "fall hot line" which you can dial (802-526-3239) to find out where the colours are about to "peak".

We had come to New England to "leaf peep", choosing the first two weeks of October, said to be prime time. The colours do, of course, vary from north to south and the season can

be early or late depending on weather.

Apart from the colours at this time of year, there are church suppers, auctions, flea markets and roadside stands selling apples, cider, pumpkins, maple syrup and mums (chrysanthemums) - notices advertise "Mums wholesale, white mums and hardy mums".

From Boston we drove north-west through Lexington and Concord. On April 19, 1775, British colonial troops clashed on Lexington Green and then at the Old North Bridge at Concord, starting a chain of events which culminated in the American Revolution.

From the Bay State of Massachusetts we drove north into the granite state of New Hampshire. At the foot of Lake Winnepesaukee stands the small town of Alton Bay, where we dined on the seafood-platter at the Dockside Restaurant and next morning breakfasted on French toast and maple syrup at Woody's Bayview Restaurant.

From Alton Bay we went north to Conway and then west along the 33-mile Kancamagus Highway to Lincoln in the White Mountain National Forest, the most mountainous region of New England, dominated by Mount Washington. In winter people go there to ski, in spring and summer to hike, and in the fall to "leaf peep".

From Lincoln we drive north through Franconia Notch, stopping to see The Flume, a deep narrow granite chasm through which the Flume Brook flows and where a system of stairways and boardwalks allow you to climb up to Liberty Cascade.

Two miles further up Route 3 is The Basin, where raging water rushes down, forming an enormous granite pool. The water looks exactly like a piece of modern sculpture.

Further still up Route 3 is The Old Man of the Mountains, a rocky formation resembling the profile of a man (40ft from chin to forehead) which juts out from a mountainside above Profile Lake.

From New Hampshire we crossed into the Green Mountain State of Vermont, spending a night in Stowe, ski capital of the East and home of the Von Trapp family of *The Sound of Music* fame.

Although a fly-drive gives you flexibility to stay where and when you want, accommodation throughout New England is at a premium during the fall, particularly at weekends. (The second weekend in October is a public

holiday, Columbus Day, and most motels and country inns are booked months in advance).

However, not knowing exactly where we would be each evening we decided to take pot luck but to book into motels no later than 3.30 pm, and by doing this we always managed to find a vacancy. But we did want to stay in at least one of the old country inns for which New England is famous.

Friends who'd leaf-peeped the previous fall lent us a book called *Country Inns and Back Roads of North America* from which we picked the Quechee Inn at Marshland Farm near Woodstock in Vermont. In mid-August we rang to make a reservation for October 5 (when my husband and I share a birthday) and were lucky enough to get the last room. (A double room with bath cost \$6 a night and included breakfast).

In the early afternoon we arrived in Woodstock, which looks very like an English country market town with its eighteenth century red brick houses and shops. From there it was just a few minutes drive to the Quechee Inn, built in 1793 as the farmstead of Colonel Joseph Marsh, first Lieutenant Governor of Vermont.

This 22-room inn is beautifully comfortable and we sat around the log-fire in the lounge in the early evening, cutting into the large chunk of Vermont Cheddar which country inns provide. Dinner was delicious and we finished with the house speciality of French silk pie, a chocolate mousse set in a meringue case and topped with whipped cream.

Heading south we stopped in the villages of Grafton, Jamaica and Newfane. Jamaica has a shop called "The Chocolate Barn" which sells 100 different hand-dipped chocolates and fudge, and Newfane's country store has four rooms full of patchwork quilts, the better ones selling for around \$600 apiece.

Back in Massachusetts we took a look at the Hancock Shaker Village, three miles west of Pittsfield. The Shakers (so called because of the dances they performed during religious services) community was active between 1786 and 1940 and is now a museum village which depicts the lifestyle of this sect which, for more than two centuries, practised a form of communal living.

We spent our last two days in Boston, one of the most livable cities in the United States. It should be seen on foot and we followed the Freedom Trail, a walking tour through Downtown Boston (marked by a red line painted on the pavements) covering 16 points of historical interest including the State House at the top of Beacon Hill; the old State House where the Declaration of Independence was read from the east balcony in 1776; and the Boston Tea Party ship and museum at Congress Street Bridge.

It's a city which has reclaimed a third of its present area from the River Charles and the sea with the revitalization of the waterfront area and Faneuil Hall Market place. In the heart of the market place are three granite buildings built in 1825 which now house shops and restaurants. The central building, Quincy Market, is a long arcade of mouth-watering food stalls. The choice is overwhelming from oysters to icecream (Steve's has a million flavours); roast-beef sandwiches to barbecued spare-ribs; and Boston brownies (chocolate chip, English toffee, cheesecake and frosted fudge) to Boston baked beans.

EXTRA

A short walk in the Cevennes

By Caroline Chapman

How to transport 1,000 flies from one side of a mountain range to the other is not a question which crops up daily. Should it ever do so, the answer is simple. You take three donkeys, two children and one husband on a 120-mile 12-day walk from one side of the Cevennes region in south-east France to the other, preferably following the route Robert-Louis Stevenson took 105 years ago. The flies come of their own accord.

Our donkeys belonged to an absent-minded lady of great charm who inhabited a chaotic farmhouse buried deep in the French countryside just south of the town of Le Monastier, Stevenson's point of departure.

Madame greeted us with: "Ah! Les Anglais", and fed us on wild strawberries and sweet cherry sirop. We were to be grateful for these small mercies as we spent the next three hours shifting from foot to foot while Madame tried to assemble enough equipment to enable us to lash our numerous squashy bags to the donkeys.

When we were all exhausted by this process, it was pronounced that we were ready. There was nothing left for it but to start, with barely two hours of daylight left in which to reach the first village on our route and make camp.

Having all survived the first night, we set off in earnest the next day, but not before we received an unexpected bonus: we were picked up by a dog. At first we thought he was only seeing us off his territory, but as each day passed we gradually came to accept that he had adopted us.

If we walked 120 miles, Max must have covered 600. He would reconnoitre every inch of ground bordering our route, bounding along with a wide grin.

On our first day we surprised ourselves by taking the donkeys, swollen with baggage, straight up a precipitous and rocky path. It was during this sudden ascent that we began to assess the donkeys. One of the mares was well bred but was to display the fewest signs of definite character of all three.

What finally endeared Jonquil to us was her hardiness. We probably worked her the hardest, but through many vicissitudes which included saddle sores, crashing panniers and an appalling vulnerability to flies, she endured.

The baby was Prunelle, aristocratic and emotional, with long spindly legs and enormous, finely sculptured ears. She had a velvet nose, the eyes of a French courtesan and a tendency to nip and occasionally kick - but only in self-defence, not malice.

Bijou was a cunning old bird whose individuality grew daily. He had a terrifying ability, indeed a positive urge, to go down one in two mountain slopes like a rocket, brushing his baggage and my daughter off on passing trees.

Although we became more efficient at loading the donkeys, we never really mastered it. It was all a question of balance, but even if we began the day in a state of equilibrium, our climbs and descents would disrupt matters. Only two of the donkeys carried loads each day; one with tall sacks and the other with straw panniers which Madame had declared to be *plus pittoresque*. Picturesque they may have been, but scratchy and hairy and heavy, even when empty, they were also.

At 3.30 a bottle, our midday halts for lunch passed in an alcoholic haze and it was a mammoth effort to reload and hit the trail again.

On average we had to cover 10 miles a day, most of which seemed to be uphill, although that may have been a distortion of the mind. Wherever possible we stuck to Stevenson's original route (as described in his *Le Cevennes*) which made use of the old *chemins de fer* and farm tracks. The first few days of the journey took us through the Haute-Loire region. The work of yellowing corn, pastureland and hayfields. The low hills are capped by pine woods as though a giant had outlined the horizon with a thick pen.

The wild flowers were a delight and in surprising profusion for the end of July. As we went our way through the narrow lanes, they sometimes met over our heads and all one could see was the "rump" of the donkey in front of it disappearing through the trees.

Every verge of every lane was a wilderness of colour, and different species of cornflowers, tiny bright-faced *gaultherias*, *verges*, *raspberry*, *hux*, *delphinium* and many varieties of yellow flowers.

After a few days we became aware that we had seen no wild life of any sort, other than a few buzzards and hawks. Not a single rabbit, hare or squirrel. We heard a fox barking one night, but in spite of our dawn awakenings, we never glimpsed one of the many small mammals which inhabit our woods and fields. Could the French have shot them all?

Within three days we were in the hills and among the pine forests which were blissfully cool, silent and pulsating with smells.

Camp sites, always a problem to those who dwell in tents, were further complicated by the need to find pasture for the donkeys who had to be tethered to a picket each night. Two places were particularly memorable. One, which we came upon quite unexpectedly, was a glade in the forest and was so perfect in size that we felt it had been put there specially for us. We nestled down among tall yellow flowers which contrasted vividly with the darkness of the pines.

The second we found just after we had crossed the high point of our journey, Mont Luzere at 5,500ft. We had a stiff climb through and then beyond the tree line. The last two miles were over tussocky grass following the old drover's road, which was marked by giant granite pillars, lugged there and erected in the middle ages. As we descended from the crest some instinct led us to a camping place which was surely a slice of heaven.

A crystal stream flowed fast through stately rose holly willow herb until it reached a miniature waterfall. Here it tumbled down to form a perfect pool. We pitched the tents beneath Scots pines which, either because of age or

some freak of nature, had lichen-covered lower branches, quite dead and brittle, giving them the air of some primeval petrified forest. From Stevenson's description we felt sure it was the exact spot in which he and his donkey had passed the night at the same point in their journey.

One dreadful day Stevenson's route led us through a large town. It was midday and the entire population seemed to be on the streets. Fresh from the silent hills we were dazzled by the noise and fumes. The main street was narrow and very slippery for the donkeys, who could walk over bare rock with impunity but often found tarmac roads as treacherous as a skating rink. We either walked on the pavement, with the inevitable consequences, or brought the traffic to a standstill by pulling out to pass the parked cars. We kept forgetting that the panniers bulged out so far and snipped at least one side mirror off in our wake.

Max had obviously never been in a major town before and although secured with a piece of rope, ducked and dived among our many legs. It was the nineteenth century coming face to face with the twentieth and it was not a happy meeting.

As we moved further south the heat increased, the villages seemed much older and were a riot of flowers. The sound of cicadas became a daily accompaniment and the smell of the pines redoubled. The shores of the Mediterranean suddenly seemed very close. Flies, our greatest torment, also multiplied, grew larger and bit more savagely. Vast wasp-like creatures dive-bombed the donkeys, making them nervous and jumpy. Any sores



had to be covered with a strange grey past which Madame had thrust upon us. Even this the flies drilled through in their frenzy of greed.

Our last day promised to be an easy one, a mere languid saunter. It proved to be quite otherwise. Within half an hour of leaving camp we found our path barred by a fallen tree. We had to unload everything, load the donkeys round and re-load again. The gentle hill became a small cliff; Jonquil's breast-strap broke with a twang and the panniers slid gracefully over her tail. She didn't look a bit surprised. Having reached the top we followed a

path which a mountain goat would only have attempted on a good day. I spent this hellish descent gloomily reflecting on how we would put one of the donkeys out of its misery if it broke a leg. There was no human habitation for miles nor help of any kind.

We finally reached our destination, a sleepy little town called St Jean du Gard, sank down in the main square and ordered eight Coca Colas.

Roger Chapman has written a short guide to this journey, which includes tips on donkey management available from Fleet 6, 19 Bolton Gardens, London SW5.

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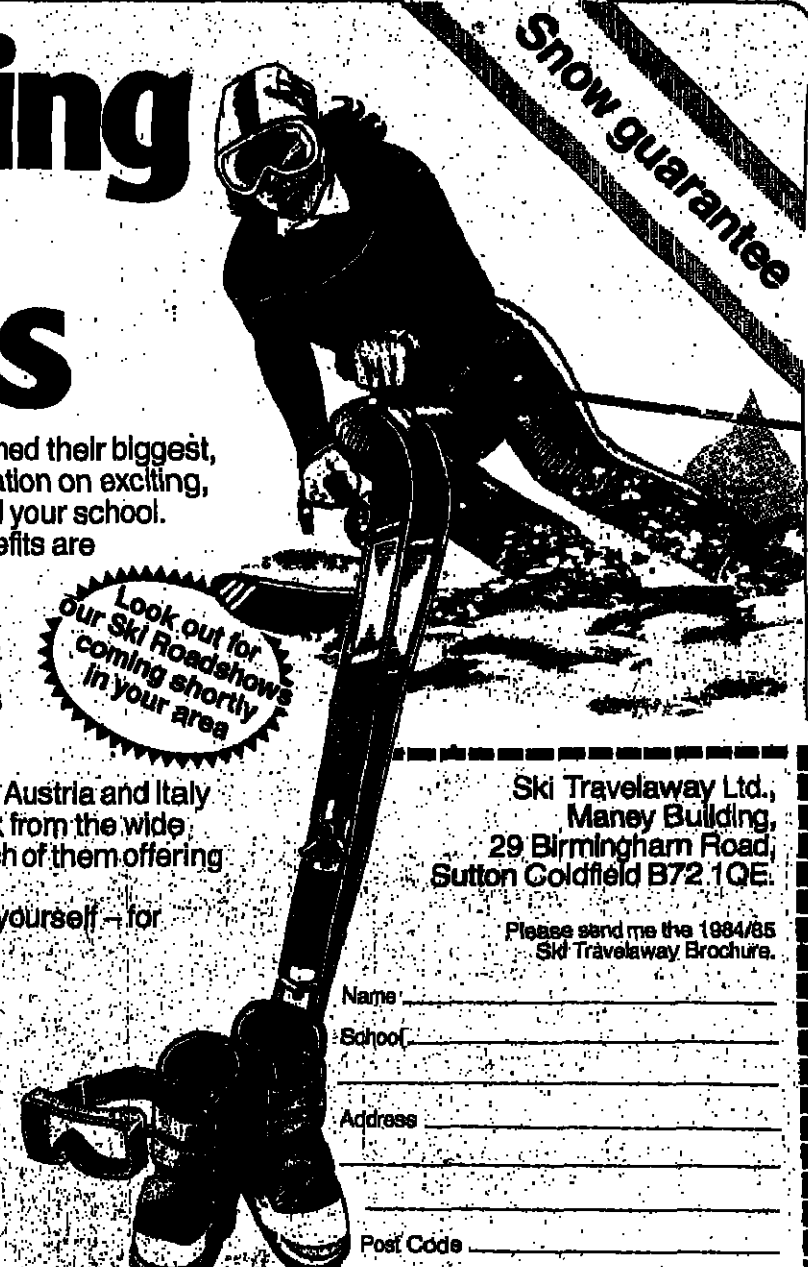
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A city for strolling in

Leslie Gardiner visits Copenhagen

The *What's On* booklet confirms our worst apprehensions. Exciting message - real porn - intimate sauna... and we're not yet into the small ads. Wonderful, wonderful Copenhagen seems to be singing an older theme tune, "Anything Goes".

The booklet merely reminds us that Denmark abolished sex censorship some time ago. Maybe there was, briefly, an epidemic of porn shops and massage parlours. Even then it must have been a far cry from Soho's squalor. The essence of Copenhagen, fresh, neat and stylish, infuses even the old rough quarter, the harbour section and waterfront, where only a few nostalgic signs like *Tato Jack* and *Cap Horn Bar* call back the vestry years of rollicking seafarers and their windjammers.

The tall ships berthed in Nyhavn today are either privately-owned yachts or floating cafés with moists festooned in greenery. The narrow five-storey buildings which line the quays are the *bijou* residences of architects, with gourmet restaurants in their basements. As in a Hans Christian Andersen fairytale, that massive old rat-infested warehouse has suddenly become a luxury hotel.

Strategically, it wasn't the best place for a capital city: on an island, not the mainland; facing the lonely Baltic, not the busy North Sea; on a flat shore, not a hill. But the topography is unique. From any church tower you have a good view of Sweden. A half-girdle of rectangular ponds makes almost an island of the city centre and the suburbs spill over on to a genuine island.

Sea canals intersect a few streets, defensive moats make waterparks of palace gardens. Several artificial lakes are dotted about. All the waterways have their populations of wildfowl; if numbers were the criterion, pinnail and mallard duck would be the true inhabitants of Copenhagen.

Is there any city so near Britain where you can feel so obviously foreign yet so comfortably at home? It is an *afresco*, sea-breezy spot, a place for strolling. In Stogel, which means "strolling", is actually the name of a chain of five all-pedestrian streets which links the harbour area with the main square, *Rådhuspladsen* - a shopping thoroughfare where the best furs, furniture, porcelain, silver and glassware are on show. The adjoining lanes are crammed with artists' workshops and small cafés, with booksellers and antique dealers.

Sea canals intersect a few streets, defensive moats make waterparks of palace gardens. Several artificial lakes are dotted about. All the waterways have their populations of wildfowl; if numbers were the criterion, pinnail and mallard duck would be the true inhabitants of Copenhagen.



Boy soldiers of the 'Tivoli Guard' Danish Tourist Board

You pay £1 to go in and can stay there all day (May to mid-September) from 10am until the coloured lights go out at midnight. Some of the best restaurants and smartest coffee bars are in Tivoli gardens. Every Tuesday in high summer they hold miss children's parties there.

Children's parties are also a feature, every Wednesday, of the Bakken carnival park, older than Tivoli, the oldest amusement park in the world, they say, in the northern suburbs. There are theatres exclusive to children and accompanied adults at Tivoli, at Nyhavn and on Lavendelstræde near the main square. This is another aspect of Copenhagen, the innocence and fantasy of a toy town, which confronts us at many a turn in a city where Hans Christian Andersen is almost a patron saint.

At least one royal palace might have grown from a doll's house: Rosenborg, prim and slender with delicate Renaissance spires. Swans feed on the moat, crocuses smother the lawns in spring, two diminutive sentries maintain a purely symbolic patrol. Rosenborg 250 years ago had the luck to become a grace-and-favour residence for hard-up nobility who couldn't afford "improvements".

When we'd done the urban palaces and taken the opportunity while at the

Amalienborg to walk along the promenade and view the Little Mermaid, the most overrated piece of public statuary in Europe, we tackled the suburban ones: Fredensborg, the Queen's summer residence (enter the house only when she's not there, walk in the park at any time); and mock-Renaissance Frederiksberg, now a museum where the national historical collection is housed.

Kronborg, which Shakespeare called Elsinore, is further off, 28 miles north of the city on a beautiful river highway along the sparkling sound between Denmark and Sweden. En route you pass the handsome house which has become Louisiana, a famous modern painting and sculpture gallery and, just out of Copenhagen, the big deer park and picnic area, and Bakken, the amusement park.

Apart from the usual capital equipment of opera, ballet and drama, Copenhagen gave us two particular theatrical experiences. At the Green Courtyard, 6th Bredgade, the plays arrived by horse-drawn carriage to perform baroque opera on a cobbled square. At the only English-speaking theatre, the Møllers, a tiny hall in a redbrick close off Ny Vestergade, we saw cabaret and the neglected play of Strindberg in an atmosphere of snuffs, coffee and audience participation.

Strolling home after the play we could choose between restaurants, cafeterias (which are elaborate buffets of considerable elegance) and salad bars. Midnight in central Copenhagen is a cheerful, civilized hour. Some complain that the city is expensive but VAT at 22 per cent is offset by a tip-top shopping trip.

The Swedes and Norwegians at my rate find Denmark marvellously cheap.

We paid 5th for a cup of coffee, 10 for a substantial seafood sandwich, £1.50 at the baker's for enough croissants and pastries for a picnic. £7.10 for a three-course lunch, £5 for a bottle of good Rhine wine. Transport costs didn't come into it because, everywhere in Copenhagen seemed to be no more than a 10-minute stroll from Rådhuspladsen.

Traffic flows smoothly and pedestrians are expertly separated from it. Even the cheapest eating places are nicely furnished and spicily clean, and everyone speaks English. I've no doubt the same applies to the massage parlours and blue movie houses.

zerheide's enthusiastic tourist director, Schlimm Mørk, it is a positive effort to bring children of different nationalities together and help them, while having fun, to understand more about the mountain environment and the people who live there.

For example, the trip up the State Mountain on the west side of the broad, green valley is an opportunity to see a chessmaker at work. The children gather round his huge set of fresh milk to watch enthralled as he takes the corner of a large square between his teeth and skins up the thickening cream, placing it in a round mould to set.

Highlight of the week for the older children is the Thursday afternoon camping expedition, when they pitch tents at a remote mountain farm and have a barbecue. Next morning dawn they are awakened by the local forestry keeper to stalk mountain goats - a rare experience indeed.

Although musical jinks at 8.30 in the morning is not usually my idea of holiday fun, even I was lured out of bed early by the strains of *Silke Løve*. We waiting through the window, and in an entertaining gymnastic session, like *Heldi* and *The Sound of Music* rolled into one.

Afterwards, a typical Alpine feast takes place at the Schärhorn restaurant halfway down. With a huge liquor baroque, accordion music and pass-the-bread-and-butter games. And everyone tries their hand at wood-chopping and blowing the long Alp horn.

However, the programme aims to do more than provide entertainment for the children and residents for their parents introduced in 1983 by Les-

Young and sporty in Lenzerheide

By Gillian Thomas

If you are young or sporty - or, better still, both - then Lenzerheide-Valbella is the place to be. Throughout the summer this pretty lake-side resort in the mountains of southeast Switzerland is an imaginative programme of activities in which all its visitors are welcome to take part - free.

Children between 4 and 16 simply register at the Tourist Office when they want to join in the next day while anyone can turn up at the many sports events and competitions which take place throughout the week. After each one enthusiasts clock up fitness points in a special diary for which bronze, silver and gold medals and a T-shirt can be won.

Divided into small groups by age the children gather at 8.15 to go off for the whole day, by mini-bus or on foot, with various leaders, often school teachers or winter-time ski instructors, all of whom speak English.

There are nature trails into the forest, farm visits and games by the lake, with a back-lunch or restaurant meal provided. £2 is the only charge.

At 11.15 there might be a theatre trip or a visit to the village of Lenzerheide, where the children can see the old wooden bridge and the old wooden bridge.



Morning mist on the Brecon Beacons. From "Wildcat Britain, a visitor's guide to the national parks" by Roland Smith, photographs by Mike Williams.

In peak condition

Francis Kellaway explores the Brecon Beacons National Park

The concept of a National Park should now be well known. Yet each park authority has still to make constant endeavours to educate its visitors, not least in the matter of trespass.

An introductory leaflet issued by the Brecon Beacons park committee stresses the position. "The creation of a National Park does not affect the ownership of property, much of which is just as private as our own back garden... Even unfenced mountain land is owned by someone... We generally have no legal rights of access to countryside anywhere except on foot, on horseback or on a bicycle. This being recognized and accepted, it is still possible to travel over much of the expanse of the parks without hindrance. This is markedly so on the Brecon Beacons. That park, with a total area of 519 square miles, extends from the Black Mountain of Carmarthen in the west to another set of Black Mountains in Powys and Gwent.

The Beacons themselves rise to a highest point (2,907 feet) at Pen y Fan. Some eight miles from Brecon on the

on a not-too-good road beside which it is possible to leave the car. (Enthusiasts who have walked all the way will have benefited from magnificent views through gateways and other gaps in the hedges throughout their journey.)

Now a really straightforward walk to the top of an old British camp, Twyn y Gaer, yields the most outstanding panorama, with delights throughout a full 360 degrees compass. Despite counter-claims for the many other eminences of quality throughout the park, if a single choice of view-point has to be made, the vote must go to the Gaer.

Correspondingly, there must be an accolade for the Beacons Mountain Centre. This is reached by continuing straight on over the Illtud common from the cattlegrid already mentioned or, rather more directly, uphill on a right-hand turning off the A470 Brecon to Merthyr Tydfil highway.

The centre's location is remarkable in its genesis, and its setting, and in the way in which it functions. On a hot Sunday this summer, the car park was overflowing, there were coach-loads of visitors and many others who had come on foot. Yet there was no apparent overcrowding, no litter, no vandalism or other abuse of the excellent facilities.

These included a competent information service, lavatories, a cafeteria, a lounge with comfortable seating and the most satisfying views through large windows, and recreational spaces.

The accent is on peaceful pleasure, and the dissemination of information about the national park. School parties and other groups are welcomed (advance booking is essential). Film shows, talks and demonstrations are possible. The displays (model hedges, and stone walls, photographs, maps, relief depictions of the landscape and the like) alone merit a visit. But then there is the bonus of being in beautiful country, with space to walk and scenery to enjoy.

The centre was opened in 1966. Established with help from the Carnegie United Kingdom Trust, it thoroughly fulfils its aims. Enquiries about further details should be made to the

Mountain Centre, near Libanus, Brecon (telephone 0874 3366).

There is so much more in the National Park to attract travellers. For instance, Llangorse Lake, the largest stretch of natural water in South Wales, is noteworthy for its fishing and wild life. Yachting is popular and wind-surfing is on the increase (though power-boating and water-skiing cause anxieties). The general atmosphere is worth a comment. It is one of pleasure, not display. The peaked caps and brass buttoned blazers of the south coast marinus are nowhere in evidence. Here are people who really enjoy "messing about in boats": not ostentatious dilettantes.

Enjoyment, too, is to be had in the park by climbers, cavers, pony trekkers, canoeists, those whose interests include archaeology or geology, flora and fauna, and above all by walkers. The mountains, the commons, the water, all have their appeal. Kaleidoscopic with the seasons, but always intense.

Brecon itself (Aberhonddu, the Welsh prefer, and it is remarkable how many signs carry place-names in Welsh today) is a fruitful town in which to stay. It has shops for the tourists (open on Sundays now, as are the pubs), a Cathedral (until 1923 the parish church but a glorious building dating from the thirteenth century) and another notable church, St Marys, in the town centre, castle ruins, museums, a renowned public school, Christ College, and a promenade beside the River Usk.

On the fringes of the park, to the south, beside the Cardiff road are attractive reservoirs, while there are superb views from the Head of the Valley road, the A465 between Aberavenny and Merthyr Tydfil. The National Trust has care of some 10,000 acres of the mountain massif, as it does of the Sugar Loaf, the 1,950 feet landmark dominating the Usk Valley just north-west of Aberavenny. All this is predominantly walking country, even if one gets to appropriate starting points by car or coach. The great thing is to appreciate the boom of National Parks, and to enjoy this one, which ranks among the best.

Showing the tale

World Safari is the name of an enthralling, six-year, 80,000-mile, 56-country voyage round the world made by two young Australians and recorded, for all to share, on a two-hour video now available in Britain. John, a chicken farmer, and Alby, a bricklayer, left both jobs and their small country town in March 1971 and, almost as an afterthought, borrowed a Hummel and Howell film camera from a friend.

For self-confessed "novices" in the art of film-making, their end result is a gripping account of their journey of a year. After riding a couple of trail bikes through their own country, they sailed through the Pacific Islands to Tonga, uninvited Palmyra, the Cillwedd, and Guam on board the *Karabard*, a converted Swedish collier and the oldest ship still sailing around the world.

After leaving the ship, the boys sailed Japan, where they stayed for a week in a Zen Buddhist monastery. A week in fact - the 4 a.m. and 10 p.m. cold water showers proved very uncomfortable before travelling.

They left the *Karabard* for the State of Peace to Hong Kong.

From Hong Kong, Alby and John went to Thailand, on to India, crossing the country by train (total fare \$4) and by cargo boat to Bombay. They then

SCHOOL GROUPS' LOW COST SPORTS HOLIDAY IN CZECHOSLOVAKIA

FROM ONLY £84*

Discover unique sports facilities and fascinating sightseeing in the Golden City of Prague. Holiday in our first class Sports Complex with full use of facilities and 3-star hotel standard accommodation with daily breakfast and main meal.

1 FREE place with 15 or more paying travellers.

Meet local clubs for competition, friendship and entertainment. Many excursions available. Tour period from July 13-September 2 1984.

SPECIAL CURRENCY BONUS AVAILABLE
equal to 165% over the official rate of exchange.

*1 week; accommodation, half board and full use of facilities making your own travel arrangements.
1 week with travel by luxury coach to Prague from £179
1 week with travel by scheduled B.A./ways/CSA flights from £217

Longer stays, £79 per person per week.
NETA ATOL 0008 (airfare service)
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CZECH SPORTS COMPLEX HOLIDAYS IN PRAGUE 1984
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Name _____ School _____ Address _____

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SECONDARY SCIENCE

continued

BERKSHIRE

LITTLE HEATH SCHOOL, Little Heath Road, Thurst. Reading. N.O.R. 1970 (11-18 mixed Comprehensive).
 Required September 1984. For details of the post, see advertisement on page 58. (50525)

BERKSHIRE

READING SCHOOL, Reading. N.O.R. 1970 (11-18 mixed Comprehensive).
 Required September 1984. For details of the post, see advertisement on page 58. (50525)

BERKSHIRE

EMMBROOK SCHOOL, Emsbrook Road, Wokingham. N.O.R. 1970 (11-18 mixed Comprehensive).
 Required September 1984. For details of the post, see advertisement on page 58. (50525)

WEST GLAMORGAN

County Council Education Department Teaching Vacancies

Applications are invited from suitably qualified persons for the following posts in the Authority's Service, to commence at the start of the Summer Term 1984, or as soon as possible thereafter.

SWANSEA DISTRICT APPOINTMENT

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

Yegol Gynradd Gymraeg Bryn-y-mor, St. Alban's Road, Brynmill, Swansea. (MIXED)

(212 on roll) (Age range 4-11).
 Experienced teacher to organize

ENVIRONMENTAL STUDIES/SCIENCE
 in the Junior Department based on the Science 5/13 project and Cymiliad y Ffwril. Ability to play the piano and assist with music in the Junior Department will be an added advantage. It is essential that applicants should be able to teach through the medium of Welsh. SCALE 2 (Post Ref: 1.2.84).

GORSEINON DISTRICT APPOINTMENTS
 (District Education Officer, Gorseinon District Education Office, Ty Eirion, Princess Street, Gorseinon, Swansea).

Gwyrddol Junior School, Penarth Terrace, Treboeth, Swansea. (MIXED)

(222 on roll) (Age range 11-18).
 A DEPUTY HEADTEACHER

is required for this Group 8 School. (Post Ref: 2.2.84).

Penarth Junior School, Penarth Terrace, Treboeth, Swansea. (MIXED)

(128 on roll) (Age range 11-18).
 Experienced teacher able to teach

COMPUTER STUDIES AND COMPUTER SCIENCE
 to C.S.E. 'O' and 'A' level pupils. SCALE 3 (Post Ref: 3.2.84).

Mynyddbach Comprehensive School, Heol Odri, Treboeth, Swansea. (GIRLS)

(1,069 on roll) (Age range 11-18).
 Experienced teachers are required for two posts of

DEPUTY HEADTEACHER
 at this school. (Post Ref: 2.1.84).

MORRISTON DISTRICT APPOINTMENT
 (District Education Officer, Morriston District Education Office, Morfydd House, Morfydd Street, Morriston, Swansea).

Morriston Senior Comprehensive School, Heol Naws Eiddi, Cwmrhysybwl, Morriston, Swansea. (MIXED)

(1,020 on roll) (Age range 13-18).
 A well qualified teacher is required as

HEAD OF DEPARTMENT
 for Science and Tech.

COMPUTER STUDIES
 to years 1 and 2 (C.S.E. and C.S.E.) and to the 6th form ('A' level).

Experience in teaching 'A' level Computing is essential. SCALE 3. (Post Ref: 4.2.84).

Applications are available from the appropriate office upon receipt of a completed application form.

The closing date for the receipt of completed applications is 15 FEBRUARY 1984.

BRENT

LONDON BOROUGH OF BRENT
 Required for the summer term 1984. For details of the post, see advertisement on page 58. (50525)

CAMBRIDGESHIRE
 Required for the summer term 1984. For details of the post, see advertisement on page 58. (50525)

CUMBRIA
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DERBYSHIRE
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ESSEX
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GLoucestershire
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EALING

LONDON BOROUGH OF EALING
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KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
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SUNDERLAND

BOROUGH OF SUNDERLAND
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Yorkshire
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Scale 1 Posts

DEVON
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SECONDARY EDUCATION

continued

Other than by Subject Classification

Head of Department
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Essex
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EAST SUSSEX

HOVE PARK SCHOOL, Hove Park, Hove, Brighton. N.O.R. 1970 (11-18 mixed Comprehensive).
 Required September 1984. For details of the post, see advertisement on page 58. (50525)

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NEWHAM

LONDON BOROUGH OF NEWHAM
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Northamptonshire
 Required

Blackpool and Fylde College
of Further and Higher Education

FACULTY OF BUSINESS, FOOD AND MANAGEMENT

LECTURER I - OFFICE TECHNOLOGY
Ref. BFMe/1/8

To assist in the development and teaching of courses in Word and Information Processing for students at all levels.

LECTURER I - BUSINESS STUDIES
Ref. BFMe/1/8

To assist in the teaching, organisation and development of Business and Management Education within the Faculty.

FACULTY OF ARTS
ASSOCIATE LECTURER - RELATED STUDIES IN DESIGN
Ref. Aa/1/1A

To be responsible for the teaching of Related Studies in Design to students on the pre-B.A. Foundation course. The post commences on 1st September, 1984 and the contract consists of 15 hours of class contact and 8 hours of associated duties.

LECTURER I - PHOTOGRAPHY
Ref. Aa/1/2

To teach on DATEC Programmes and to be responsible for aspects of AVA/Slide/Tape Production within the DATEC Higher Diploma course.

For further particulars and application forms apply to: The Principal, Blackpool and Fylde College of Further and Higher Education, Ashfield Road, Bingham, Blackpool FY2 0HS. Closing date: 8th February, 1984.

LANCASHIRE COUNTY COUNCIL

COLLEGES OF FURTHER EDUCATION

BUCKINGHAMSHIRE

COUNTY COUNCIL

Applications are invited for the following posts available from 1st September 1984.

DEPARTMENT OF ENGINEERING

LECTURER HEAD OF DEPARTMENT

Applicants should hold a degree in Engineering and full membership of an Engineering Institution.

Wide experience at a senior level in industry and/or education is essential. A teaching qualification and experience in one of the following would be advantageous:

(a) Computer aided design and manufacture.

(b) Computer graphics.

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES

Applicants should be suitably qualified to teach at the following areas: Business Studies, Economics, Distribution, Law, Commerce, Statistics, Business Calculations, Business Mathematics.

The person appointed will also be responsible for the teaching of Business Studies to students on the DATEC Higher Diploma course.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

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(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

DERBYSHIRE

DERBY COLLEGE OF FURTHER EDUCATION

LIBERAL STUDIES DEPARTMENT

LECTURER I IN ART AND DESIGN

Applications are invited for the following posts available from 1st September 1984.

LECTURER I IN ART AND DESIGN

Salary will be in accordance with salary scales for Lecturers in the Department of Further Education.

Applicants should hold a degree in Art and Design and full membership of an Art Institution.

Wide experience at a senior level in industry and/or education is essential. A teaching qualification and experience in one of the following would be advantageous:

(a) Art and Design.

(b) Computer graphics.

(c) Computer aided design and manufacture.

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES

Applicants should be suitably qualified to teach at the following areas: Business Studies, Economics, Distribution, Law, Commerce, Statistics, Business Calculations, Business Mathematics.

The person appointed will also be responsible for the teaching of Business Studies to students on the DATEC Higher Diploma course.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

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(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

ilea colleges

LIBERAL STUDIES DEPARTMENT

LECTURER I IN ART AND DESIGN

Applications are invited for the following posts available from 1st September 1984.

LECTURER I IN ART AND DESIGN

Salary will be in accordance with salary scales for Lecturers in the Department of Further Education.

Applicants should hold a degree in Art and Design and full membership of an Art Institution.

Wide experience at a senior level in industry and/or education is essential. A teaching qualification and experience in one of the following would be advantageous:

(a) Art and Design.

(b) Computer graphics.

(c) Computer aided design and manufacture.

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES

Applicants should be suitably qualified to teach at the following areas: Business Studies, Economics, Distribution, Law, Commerce, Statistics, Business Calculations, Business Mathematics.

The person appointed will also be responsible for the teaching of Business Studies to students on the DATEC Higher Diploma course.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

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(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

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(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

(c) Distribution.

(d) Law.

(e) Commerce.

(f) Statistics.

(g) Business Calculations.

(h) Business Mathematics.

Applicants should hold a suitable qualification enabling them to teach at this level. Teaching qualification and experience in one of the following would be advantageous:

(a) Business Studies.

(b) Economics.

SOUTH GLAMORGAN COUNTY COUNCIL BARRY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN COMPUTER STUDIES

Required to teach Computing and Information Processing in the fast-growing Computing Section of the College.

The successful applicant must have degree or equivalent qualifications and will be required to teach computing and information processing up to BTEC standards.

The ability to teach quantitative methods would be an advantage.

Salary Scale: Lecturer Grade I - £5,648-£9,735.

Further details and application forms may be obtained from The Principal, Barry College of Further Education, Colcot Road, Barry, South Glamorgan (Tel: Barry 733251) on receipt of a SAE, and should be returned within 14 days from the appearance of this advertisement. Ref. 84/3. (2148)

ST. ANDREW'S COLLEGE OF EDUCATION BEARSDEN, GLASGOW

LECTURER IN MICRO COMPUTING

Applications are invited for the post of Lecturer in Micro Computing.

The person appointed will be responsible to the Director of Learning Resources primarily for the provision of a teaching qualification in computing education and the supervision of students on teaching practice. A formal qualification in computing or computer science and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

University of Petroleum and Minerals Dhahran - Saudi Arabia English Language Centre

The ELC is responsible for preparing approximately 1,000-1,400 male students per year for study in all-English-medium technical courses leading to Bachelors' degrees in science, engineering and management. The centre currently employs some 70 teachers (American, British, Canadian and Australian) and is expected to expand. The program is biased towards English for academic purposes. Well equipped language labs, an audio-visual studio and 80 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well qualified, committed and experienced teachers of English as a foreign language as of September 1984. Applicants should be willing to teach in a structured, intensive program which is continuously evolving and they are encouraged to contribute ideas and materials.

Qualifications: MA Applied Linguistics/TEFL or MA in TEFL or TEFL.

Experience: Minimum two years' teaching experience in TEFL/TEFL courses.

Starting salary: Depending on qualifications and experience. Salary is free of Saudi taxes.

- Additional benefits:
1. Rent free, air conditioned, furnished accommodation. All utilities provided.
 2. Gratuity of one month's salary for each year worked, payable on completion of final contract.
 3. Two months' paid summer leave each year.
 4. Attractive educational assistance grants for school age dependent children.
 5. Transportation allowance.
 6. Possibility of selection for University's on-going summer program and evening program with good additional compensation.
 7. Outstanding recreational facilities.
 8. Air fares, excess baggage allowances and per diem paid at beginning, middle and end of contract.

Contract: For two years - renewable. Apply quoting this advertisement with complete resume on academic and professional background (it is vital that you include this information, and only this information, at this stage) to: Dean of Faculty and Personnel Affairs, University of Petroleum and Minerals, P.O. Box 144, Dhahran International Airport, Dhahran - Saudi Arabia.

For further particulars from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

COLLEGES OF F.E.

continued

SOMERSET

RESEARCH AND DEVELOPMENT OFFICER (TVET) HOLYROOD SCHOOL, Chard. See under Administration Local Education Authority, Tel: 7751 240022.

STAFFORDSHIRE EDUCATION COMMITTEE

CAULDON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN BUSINESS STUDIES
£5,648 to £9,735 per annum

This post is advertised under the Job Release Scheme.

Application forms and further particulars are available from the Vice-Principal, Stoke on Trent, Cauldon College of Further Education, Stoke Road, Stoke on Trent ST4 3JD, to whom they should be returned by 10th February, 1984.

All applicants are asked to state that it is the County Council's view that it is suitable for their own and the community, or an appropriate training, etc. (210022)

WIGAN METROPOLITAN BOROUGH

WIGAN COLLEGE OF TECHNOLOGY

Person's Walk, Wigan, Lancashire, Wigan, 1984 SENIOR LECTURER IN CATERING

A suitably qualified and experienced person for the provision of a teaching qualification in catering education and the supervision of students on teaching practice. A formal qualification in catering or computer science and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

University Appointments

READING

UNIVERSITY OF READING

Department of Economics

Applications are invited for the post of Lecturer in Economics. The successful applicant will be required to teach economics and to supervise students on teaching practice. A formal qualification in economics and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

HONG KONG

UNIVERSITY OF HONG KONG

LECTURERSHIP IN EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Education. The successful applicant will be required to teach education and to supervise students on teaching practice. A formal qualification in education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

LEICESTER

UNIVERSITY OF LEICESTER

School of Education

TEMPORARY LECTURERSHIP IN EDUCATION

Applications are invited from suitably qualified persons for the post of Temporary Lecturer in Education. The successful applicant will be required to teach education and to supervise students on teaching practice. A formal qualification in education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

MANCHESTER

AWARDS FOR POST-GRADUATE STUDY IN HEALTH EDUCATION

THE UNIVERSITY OF MANCHESTER

FACULTY OF MEDICINE

Department of Community Medicine

Unit for Health Education Studies

Applications are invited from suitably qualified persons for the post of Lecturer in Health Education. The successful applicant will be required to teach health education and to supervise students on teaching practice. A formal qualification in health education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

LANCASTER

8. MARTIN'S COLLEGE OF HIGHER EDUCATION

ONE-TERM SCHOOL-TEACHER FELLOWSHIPS

Applications are now invited for the School-Teacher Fellowships for the 1984/85 session.

Each Fellow will have the opportunity to pursue a personal programme of research or study, and to teach in the school. The Fellow will be required to teach in the school and to supervise students on teaching practice. A formal qualification in education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

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EXETER

UNIVERSITY OF EXETER

SCHOOL OF EDUCATION

LECTURER IN EDUCATION (MATHEMATICS)

Applications are invited from suitably qualified persons for the post of Lecturer in Education (Mathematics). The successful applicant will be required to teach mathematics and to supervise students on teaching practice. A formal qualification in mathematics and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

COLLEGES OF HIGHER EDUCATION

continued

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY

LECTURER IN BIOLOGY

Applications are invited from suitably qualified persons for the post of Lecturer in Biology. The successful applicant will be required to teach biology and to supervise students on teaching practice. A formal qualification in biology and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

LONDON

UNIVERSITY OF LONDON

EDUCATION

RESEARCH FELLOWSHIP

Applications are invited from suitably qualified persons for the post of Research Fellow in Education. The successful applicant will be required to research in the field of education and to supervise students on teaching practice. A formal qualification in education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

Application forms and further information may be obtained from the Principal, Tel: 041-943 1424 to whom completed forms should be returned by 24th February, 1984. (2138)

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Education. The successful applicant will be required to teach education and to supervise students on teaching practice. A formal qualification in education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

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Fellowships, Studentships and Research Awards

LANCASTER

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MANCHESTER

AWARDS FOR POST-GRADUATE STUDY IN HEALTH EDUCATION

THE UNIVERSITY OF MANCHESTER

FACULTY OF MEDICINE

Department of Community Medicine

Unit for Health Education Studies

Applications are invited from suitably qualified persons for the post of Lecturer in Health Education. The successful applicant will be required to teach health education and to supervise students on teaching practice. A formal qualification in health education and a secondary teaching qualification are required. Knowledge of information, technology or micro electronics would be an additional advantage. The salary scale is £6,313-£19,126 (under review).

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COLLEGES OF HIGHER EDUCATION

continued

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY

LECTURER IN BIOLOGY

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COLLEGES OF HIGHER EDUCATION

continued

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY

LECTURER IN BIOLOGY

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SCHOOL OF EDUCATION

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COLLEGES OF HIGHER EDUCATION

continued

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY

LECTURER IN BIOLOGY

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LONDON

UNIVERSITY OF LONDON

EDUCATION

RESEARCH FELLOWSHIP

Teaching in Saudi Arabia

Grandmet provides a broad range of life support services to the King Khaled National Guard Hospital and adjoining medical city complex which accommodates some 500 senior medical staff and their families.

As part of our programme of self-sufficiency, we manage the well resourced primary school with a maximum capacity of 100 predominantly British pupils. Set amongst the prestigious apartment blocks and within easy access of extensive leisure and recreational facilities, the school provides modern British education programmes for children aged 3½ to 12 years of age.

HEAD TEACHER

c £20,000 tax free, accompanied status.

Leading a team of 4 expat. teachers you will maintain and improve academic standards and facilities in the school. You should be conversant with modern trends in primary education, curriculum development and school organisation and administration. Competence as a teacher in the classroom is essential. As an effective and active member of the project management team and expat. community you will assist in the development of such amenities as nursery education.

You should be a graduate with a recognised teaching diploma and at least 10 years experience within primary education. Experience of teaching overseas is desirable.

JUNIOR AND INFANT TEACHERS

c £16,000 tax free, single status.

In charge of classes aged 7-11 or 4-7 you'll assist in the planning and development of curricula and particular emphasis will be placed on extra curricular activities such as language development, drama, library, crafts and P.T.A. activities.

A specialist in at least one subject, you should have a minimum of 10 years general primary education experience and be a graduate of a recognised teacher training college.

A comprehensive benefits package includes free accommodation, three (two if accompanied) leave periods totalling 49 days annually and fare-paid UK return flights.

Preference will be given to applicants who would be available to start April 1984. However applications are also invited from candidates who would not be available until September 1984.

Application forms are available from the consultants appointed to handle this assignment, and should be returned to them not later than 10 February 1984.

CCL Education Consultants (ref. GM/HAS4), 19 Temple Street, Birmingham, B2 5BH. Tel: 021-643 8902

A member of the
Grand Metropolitan Group of Companies

Grandmet International Services

GTS

ASSISTANT LECTURER/LECTURER IN MATHEMATICS SOLOMON ISLANDS

To teach Primary Diploma, pre-service and in-service courses for Primary Teachers, prepare Mathematics materials for use in primary schools, to undertake full College duties. Candidates aged 25-50 should have a degree in Mathematics, experience in Primary teaching, curriculum writing and evaluation. Previous Teacher Training experience would be an advantage.

Appointment: 2 years. Salary in range £7,298 - £10,685 including an allowance, normally tax-free in range £6,338 - £11,220 p.a. Terminal gratuity of 25% p.a. of basic salary is payable. Other benefits include free family passages, children's education allowances and subsidised

accommodation. An appointment grant of up to £300 and an interest-free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be British citizens.

For full details and an application form, please apply clearly quoting (ref. AH312/J) stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration
Room AH 351,
Abercrombie House,
Eggesham Road,
East Kilbride,
Glasgow G75 5EA.



OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

OVERSEAS continued

KUWAIT

THE ENGLISH SCHOOL

This established independent school for 250 pupils, British and expatriate, was founded in 1954. It is now seeking applications for the following posts: (1) INFANTS OR JUNIOR teacher with experience in teaching English as a second language. (2) SENIOR teacher with experience in teaching English as a second language. (3) Head of the school. The school is seeking qualified teachers for the following posts commencing September 1984.

Candidates must possess a valid British driving licence. Terms include: minimum salary of £10,000 per annum of which £5,000 will be paid in September and the balance in 12 monthly instalments. (K.D.I.E. is a fully registered company) free shared accommodation and utilities; medical cover; insurance; leave and travel; pension; and a mid-year return visit to the UK. Interviews will be held on 16th and 17th April 1984.

For further details and application forms, please return within two weeks of the appearance of this advertisement. Write to: THE ENGLISH SCHOOL, P.O. Box 195, Al-Sayidat, Kuwait. (Ref. E.S./K.D.I.E.) 1955. Enclose a recent passport photograph and a letter of enquiry. (450000)

LISBON

DENISE LESTER FOUNDATION

QUEEN ELIZABETH'S SCHOOL, Lisbon, Portugal

The Administration of the Denise Lester Foundation, on behalf of Queen Elizabeth's School, invites applications for the post of:

HEADMASTER/HEAD-MISTRESS.

To take up the post for the 1984-85 term.

Queen Elizabeth's School admits children from 3 to 18 years of age. The school has a total of 400 pupils, almost all of whom are British. The school is situated in a quiet residential area of Lisbon.

The school is housed in its own building and grounds in central Lisbon and is fully equipped.

Salary to be agreed in accordance with qualifications, etc.

Contracts are for two years and are renewable. A knowledge of Portuguese and French would be a great advantage. Applications from practising teachers are welcomed.

Applicants with a full curriculum vitae, including the names and addresses of three referees, should send it to: Major M. C. Rua de S. Sebastião, 1500, Lisboa, Portugal. (450000)

PHILIPPINES

BRENT INTERNATIONAL

Baguio City, Philippines

S.E. Asia's Premier Boarding School

Requires for September 1984:

1. A Teacher of FRENCH to 12 Higher Spanish.

2. A Teacher of PHYSICS to 12 Higher Level Chemistry.

3. A Teacher of MUSIC.

A full commitment to extra-curricular activities is expected.

Residence and school allowances are provided.

Generous overseas/retention allowances + local service. Interviews will be held on 16th and 17th April 1984.

Applicants: Letter O.A. Box 200, Brent International School, London NW11 1AA. (Ref. BRENT/PHIL) (450000)

SPAIN

Wanted urgently: Qualified teachers with knowledge of Spanish and experience in teaching English as a second language. Full salary, pension, travel, and other benefits. Apply to: GREY INTERNATIONAL, P.O. Box 195, Al-Sayidat, Kuwait. (450000)

ST ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, all-age, co-educational and interdenominational school catering to a Bahamian and International Student Body. The school is housed in attractive modern buildings on a 30 acre site.

Teachers

required for September 1984.
The Upper School (Forms I-V and Grade 12) (300 on roll. Average class size: 25).
Head of Subject (Upper School)

Candidates for Posts 1 and 2 should have a minimum of six years relevant, qualified experience with two years as head of subject. They must possess a good recognised degree and have professional training.

Post 1. Head of Spanish ability to teach French is also desirable.

Post 2. Head of Biology

For posts 3, 4 and 5 candidates should have a minimum of four years recent, relevant and qualified experience. They should possess a recognised degree and teacher training.

Post 3. Assistant Teacher of Spanish. Ability to teach English is also desirable.

Post 4. Assistant Teacher of Physical Education (Boys) and Mathematics. Must be prepared to teach P.E. from Grade 1 through Grade 12.

Post 5. Assistant Teacher of General Arts Subjects. Must be experienced in teaching English (preferably with remedial students), History and/or Geography.

Primary School (pre-reception to Grade 6) (400 on roll. Average class size: 25)
Assistant Teachers (Primary)

Candidates must have three recent, relevant and qualified experience. The minimum qualifications is a recognised teaching certificate or Bachelor of Education degree.

Post 6. Assistant General Subjects - Grade 5 (9-10 year olds).

Post 7. Infant (Reception) Teacher - (4-5 year olds).

Salary Scales:
Three years teacher training. BS11,400-17,100. General Degree with teacher training. BS13,200-18,000. Honours Degree with teacher training. BS13,800 - 18,300. Annual increments x BS600 to BS13,200 the x BS300. Point of entry dependent upon qualifications and experience. One increment given for every year of experience to a maximum of 10 years.

A gratuity is paid annually, the first two-year contract at 5 per cent basic salary, the next at 10 per cent and then at 15 per cent.

Settlement and resettlement allowances of BS500 (single person) and BS750 (married couple) are paid on first arrival and final departure. Air fare to and from the place of appointment is paid. There is no income tax in the Bahamas. One pound sterling is approximately \$1.60 Bahamian dollars.

The school is recognised for contributory service by the department of Education and Science.

Interviews in London week of 5th March. For teachers with at least three years experience, further details and application forms are available if a stamped addressed foolscap envelope is sent to, Mr. A. J. N. Jenner, Dacri, Garnet Bridge, Kendal, Cumbria LA8 8AZ, England. (1702)



UNITED WORLD COLLEGE OF SOUTH EAST ASIA - SINGAPORE

HEAD OF E.S.L. UNIT

The College intends to establish a special unit for new students whose English is not yet of a sufficient standard to enable them to participate of the full College curriculum. Initially such a unit will cater for students joining the First and Second Years (i.e. 11-13 year-olds) and will consist of between twelve and eighteen students who will spend seventy per cent of their time in the unit for a limited period before being integrated into the main curriculum which also has substantial E.S.L. provision.

Applicants should have experience in international education with children of this age-group. A Responsibility Allowance commensurate with the candidate's experience will be available.

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 100 teaching staff and 1350 students in the College. Academic courses lead to G.C.E. O Level (U.K.) and the International Baccalaureate. The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and the adventurous range of extra-mural activities, including the use of a jungle study centre in Johor, Malaysia.

The College is interested in a teacher who, in addition to his/her main teaching discipline, can offer experience in outdoor pursuits or artistic endeavours and a commitment to some form of social service.

Letters of application, with a detailed curriculum vitae and names of two referees, should be sent to:

The Headmaster,
United World College of South East Asia,
Riad Farling, P.O. Box 16,
Singapore, 9111.

To arrive not later than 3rd February 1984. Information about the College, the post and the conditions of service will be sent to candidates selected for interview. Interviews will be held in Frankfurt, Geneva and London in February.

ST. ANDREW'S SCHOOL NASSAU, BAHAMAS

wish to appoint a

BURSAR

Applicants should have a degree or equivalent professional qualification.

Application forms and details may be obtained from

Mr A. J. M. Jenner
Dacri, Garnet Bridge
Kendal, Cumbria LA8 8AZ
by sending a foolscap SAE.

(2339)

Somerset County Council Research and Development Officer (TVEI)

HOLYROOD SCHOOL CHARD
A Research and Development Officer will be required* for May (possibly September) 1984, with the Somerset Education Authority for the second phase of the MSC Technical and Vocational Education Initiative.

The Officer will be primarily concerned with the development of curriculum modules for the TVEI with certification by the two national examination boards. He or she will assist and advise Heads of Departments and other staff, will liaise closely with the Boards, and will be involved in evaluation.

The appointment is for three years in the first instance with an option for extension for a further 2 years. Experience of a range of external examining, measurement of educational attainment and curriculum development is essential.

Salary: Burnham Scale 4 (£8,754-£11,783)
Application form and details (SAE) from the TVEI Project Director, Holyrood School, Chard, Somerset, BA22 8JH. Closing date 17 February 1984.

*Interviews and appointment are subject to approval of the Somerset proposals by the MSC. (2100)

Buckinghamshire County Council Education Department Careers Service

Specialist Careers Officer for the Handicapped

Salary Scale SO1 (£9,060-£9,660 p.a.)

Due to the retirement in June of the present holder, applications are invited from qualified and experienced Careers Officers, preferably in specialist work with the handicapped, for this post which is based at County Hall, Aylesbury.

Duties include responsibility for dealing with young persons who have physical or severe mental (SBN) disabilities, whether attending out-of-county or in-county establishments. Liaison and co-ordination with specialist services section and appropriate agencies etc. Liaison with nominated officers based at each Area Careers Office who deal with ESN(M) pupils attending in-county schools.

The successful applicant must be a car owner/driver. Removal allowance payable in approved cases.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, County Hall, Aylesbury, Buckinghamshire HP20 1XA. Application forms should be returned within 17 days of this advertisement. (2100)

CAREERS OFFICER (VOCATIONAL PREPARATION SERVICES)

27,818-28,523 p.a.

plus essential car user allowance

Duties will include a full range of Vocational Guidance Work in schools and dealing with young people registering at the Careers Office.

The postholder will be a member of a Careers Team working in schools and colleges together with a range of duties related to the careers service.

Applicants must be young people in the Careers Office in vocational careers advisory interviews with pupils and young people, will also be part of the team's responsibilities.

Applicants may be obtained informally by telephone from Mr. C. H. Webb, Principal Careers and Guidance Officer (Tel. 01-606 4435). Written applications should include the names and addresses of two referees and be sent to the Director of Education (VFO), Tabernacle Lane, London, E9 6TP. (2144)

OVERSEAS continued

PORTUGAL

ALGARVE INTERNATIONAL SCHOOL

Applications are invited from qualified experienced teachers for the following posts commencing September 1984:

1. Teacher for History and English. Responsible for the teaching of English in the mid-level school.

2. Junior teacher with experience in teaching and training in the school.

3. Teacher of Art throughout the school from 3 years to 12 level.

4. Teacher of Physical Education able to organise and implement the P.E. programme throughout the school.

The school enrolment is 200. The school is open for 200 hours per year. Applicants should be experienced teachers with a minimum of 5 years' experience. Posts are on a full-time basis. Salaries are competitive and are renewable by mutual agreement. Interviews will be held in London in early April 1984.

Apply to the Principal, Algarve International School, Lagos, Portugal. (450000)

QATAR

GOVERNMENT OF THE MINISTRY OF DEFENCE

Invites applications from qualified teachers for the following posts in the Armed Forces Education Board of the Qatar Armed Forces:

TEFL Qualified English Language Teachers.

Technical English Teacher.

Mathematics Teacher.

Physics Teacher.

Salary and allowances total pound 8,100 per annum approx. at the present rate of exchange. Free accommodation with usual utilities and a monthly maintenance allowance. Annual leave with return air fare to place of recruitment.

Please apply for a copy of the full conditions of service with a copy of your curriculum vitae to: The Director of Education, Ministry of Defence, P.O. Box 195, Al-Sayidat, Kuwait. (450000)

SWITZERLAND

AIGLON COLLEGE

The British International Board (BIB) is seeking applications for the following posts in its Swiss boarding school for 1984-85:

1. ASSISTANT TEACHER OF FRENCH to 12 level and experience in teaching French to non-French speakers.

The post is residential and applicants must be single and prepared to accept the challenges of working in a boarding school community, and to make a full contribution to the life of the school in which they will be living.

Applicants should have a minimum of 5 years' experience in teaching French to non-French speakers. Knowledge of French, English and a third language would be an advantage. A full curriculum vitae and references should be sent to: Aiglon College, Aiglon, Switzerland. Tel: 010 41 95 25 27 31. (450000)

Interviews in London 8th to 9th March.

Apply in own hand with curriculum vitae, copy test certificate or diploma and photo numbers (own and school) to: Aiglon College, Aiglon, Switzerland. Tel: 010 41 95 25 27 31. (450000)

Applicants should be a car owner/driver. Removal allowance payable in approved cases.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, County Hall, Aylesbury, Buckinghamshire HP20 1XA. Application forms should be returned within 17 days of this advertisement. (2100)

UNITED ARAB EMIRATES

MIDDLE EAST SCHOOL

Required for September 1984 teachers of English and mathematics, suitably qualified and preferably with experience in teaching in the Middle East. Single person preferred. Salary and allowances commensurate with experience. A full curriculum vitae and references should be sent to: The Director of Education, Ministry of Defence, P.O. Box 195, Al-Sayidat, Kuwait. (450000)

Applicants should be a car owner/driver. Removal allowance payable in approved cases.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, County Hall, Aylesbury, Buckinghamshire HP20 1XA. Application forms should be returned within 17 days of this advertisement. (2100)

Applicants should be a car owner/driver. Removal allowance payable in approved cases.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, County Hall, Aylesbury, Buckinghamshire HP20 1XA. Application forms should be returned within 17 days of this advertisement. (2100)

VIENNA

VIENNA INTERNATIONAL SCHOOL

The V.I.S. will move in September 1984 to its new 40,000 sq. m. building in the 11th district. The school, established in 1978, has 400 pupils and 100 teachers.

The school is seeking qualified teachers for the following positions:

1. Head of Physical Education. Responsible for the teaching of Physical Education in the school.

2. Head of Music. Responsible for the teaching of Music in the school.

3. Head of Building and Maintenance. Responsible for the maintenance of the school buildings and grounds.

4. Head of the School. Responsible for the overall management of the school.

Applicants should be experienced teachers with a minimum of 5 years' experience. Posts are on a full-time basis. Salaries are competitive and are renewable by mutual agreement. Interviews will be held in London in early April 1984.

Apply to the Principal, Vienna International School, Vienna, Austria. Tel: 010 43 222 414166. (450000)

W. GERMANY

The University of Paderborn invites applications for the post of Lecturer (Lektor) in the field of Economics.

Duties: Teaching introductory and advanced courses involving the use of the various disciplines of Economics (e.g. Economic Theory, Personal Management, Marketing, Administration, Business Law, etc.). Participation in the construction of a basic curriculum for English for Economists.

Qualifications: Native speaker of English, M.A. in Economics, good working knowledge of German, additional knowledge of English, teaching experience.

Salary: BAT ROM 11A.

Term of Employment: The contract will be limited to 4 years (maximum).

Young academics interested in acquiring experience in German should send their applications with the usual curriculum vitae to: Paderborn, Germany. Tel: 05231 100-1. (450000)

INTERNATIONAL HOUSE

has the following vacancies:

1. ALEXANDRIA Assistant Director of Studies (2 year contract) with 2 years' experience.

2. CAIRO Teachers. These are 1 year contracts for BSAFE and Teachers otherwise 2 years.

3. QUITO Teacher (2 year contract) with 2 years' experience.

4. ISTANBUL Teachers. Needed for newly opened school.

5. ANKARA Teachers. Both schools offer 6 month contracts renewable.

6. JEMIS Director of Studies (2 year contract).

For further details and application forms, write to: International House, Teachers' Selection W1 Tel: 461 2255. (450000)

Administration Local Education Authority.

BUCKINGHAMSHIRE MILTON KEYNES AREA

Wolverton, Bedfordshire. The Education Officer, Milton Keynes Area, is seeking applications for the post of:

1. ASSISTANT EDUCATION OFFICER. This is a full-time post with a salary of £8,754-£11,783 p.a. The postholder will be responsible for the day-to-day running of the Education Department and will be involved in the development of the Education Department.

2. EDUCATION OFFICER. This is a full-time post with a salary of £8,754-£11,783 p.a. The postholder will be responsible for the day-to-day running of the Education Department and will be involved in the development of the Education Department.

3. EDUCATION OFFICER. This is a full-time post with a salary of £8,754-£11,783 p.a. The postholder will be responsible for the day-to-day running of the Education Department and will be involved in the development of the Education Department.

4. EDUCATION OFFICER. This is a full-time post with a salary of £8,754-£11,783 p.a. The postholder will be responsible for the day-to-day running of the Education Department and will be involved in the development of the Education Department.

Professional Assistant

(For Schools Division)

£9687-£10287

or

£10572-£11166

The Authority wishes to appoint a Professional Assistant, to ensure the effective development of the Collegiate System and to assist with all aspects of the management of secondary education.

The Professional Assistant will act as Secretary to the Collegiate Board and the Collegiate Advisory Committee and will work closely with secondary schools and further education colleges in planning and implementing a thorough wide programme of courses for the 16-19 age group.

ADMINISTRATION

continued

SOUTH YORKSHIRE & HUMBERSIDE

MICROELECTRONICS PROGRAMME

Required for April on a one or two year fixed contract, secondment from good primary educational background to act as a local point for development in primary education involving computer.

Application forms and details from Regional Director, Education, County Council, 17th February 1984. (28867) 480000

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

ASSISTANT EDUCATION OFFICER (DEVELOPMENT)

SALARY £13,735 - £15,735

Applications are invited from graduates with a degree in Education or a related subject for this vacancy at the Leicestershire County Council. The successful candidate will be responsible for the development of the Council's educational services. The post is open to applications from both men and women. The successful candidate will be required to have a minimum of five years' experience in a similar post. The salary is £13,735 - £15,735. The post is open to applications from both men and women. The successful candidate will be required to have a minimum of five years' experience in a similar post. The salary is £13,735 - £15,735.

HAMPSHIRE EDUCATION COMMITTEE

Careers Service (Schools)

ASSISTANT EDUCATION OFFICER (DEVELOPMENT)

SALARY £13,735 - £15,735

Applications are invited from graduates with a degree in Education or a related subject for this vacancy at the Hampshire Education Committee. The successful candidate will be responsible for the development of the Committee's educational services. The post is open to applications from both men and women. The successful candidate will be required to have a minimum of five years' experience in a similar post. The salary is £13,735 - £15,735.

Administration General

continued

SHEFFIELD

CO-ORDINATOR/ADMINISTRATOR

A Co-ordinator/Administrator is required for the Sheffield Young Women's Christian Association. The successful candidate will be responsible for the day-to-day running of the Association. The post is open to applications from both men and women. The successful candidate will be required to have a minimum of five years' experience in a similar post. The salary is £13,735 - £15,735.

Northern Ireland Civil Service

Civil Service Commission, Respark House, Upper Newtownards Road, Belfast BT4 3NB. Telephone: Dundonald 4557

INSPECTORS OF SCHOOLS (PHYSICS; SECONDARY EDUCATION)

£13,772-£17,838

Closing date: 9 February, 1984. Tel: Ext. 583

DEPARTMENT OF THE EDUCATION (NORTHERN IRELAND)

(1) PHYSICS (Reference SB 4/84)

Applicants must possess a first or second class honours degree in physics or related subjects and have at least 10 years' teaching experience in schools or Colleges of Further Education. Applicants must also have a particular interest or qualification in electronic engineering.

(2) SECONDARY EDUCATION (Reference SB 8/84)

Applicants must possess a first or second class honours degree and have at least 10 years' teaching experience in secondary or grammar schools. Applicants must have taught their specialist subject at all levels in secondary education with recent experience at senior level.

GENERAL

Inspectors of Schools give a service of professional advice to the Department, carry out general and specialist inspection duties in schools and Colleges of Further Education, contribute to in-service training of teachers and undertake other tasks which the Department may, from time to time, require.

The successful applicant may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.

Starting salary will be related to qualifications and experience and successful applicants may in certain circumstances be entitled to a partial refund of expenses incurred in taking up appointments.

Opportunities exist for promotion to higher grades within the Inspectorate.

The Civil Service Commissioners may decide to interview only those applicants who appear from the information available, including level of academic attainment and relevant teaching experience, to be best qualified.

The above posts are open to both men and women. Please write to the Commission for details and to obtain the application form and to obtain the closing date.

Completed forms must be returned to arrive not later than the closing date stated.

For further details and application forms, returnable by 17th February, from the Director of Personnel (Tel: 288585 - Annexe), from this number after office hours, PO Box 270, Avon House, The Haymarket, Bristol, BS9 7HE.

Avon COUNTY COUNCIL

ASSISTANT EDUCATION OFFICER (Staffing)

Ref no: EDU101/CO

Salary Scale: PO2 (1-5) £12,400-£18,725

Under the general supervision of the Senior Education Officer (Schools) to be responsible for all aspects of the teachers staffing function. Applicants should possess a qualification at degree level and/or relevant and responsible teaching experience and/or at least four years local government administrative or personnel experience at a senior level in an education department.

Further details and application form, returnable by 17th February, from the Director of Personnel (Tel: 288585 - Annexe), from this number after office hours, PO Box 270, Avon House, The Haymarket, Bristol, BS9 7HE.

Avon is an equal opportunities employer. Please quote reference number.

Education Department (2112)

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Education Department (2112)

ADMINISTRATION GENERAL

continued

BIRMINGHAM

EDUCATIONAL PSYCHOLOGISTS

7 Full-time Posts 1 Part-time Post

Soulbury £10,143-£14,253

Essex County Council has recently increased its establishment of Educational Psychologists to meet increased demands arising from the Education Act 1981. As a consequence, posts are available in most parts of the County and applications are invited from qualified Educational Psychologists or from those currently attending recognised courses of training. Experience as a qualified teacher as well as recognised professional training is essential.

The Essex SP5 is undergoing a period of change and development and offers exciting possibilities for Psychologists with an energetic and innovative outlook who are capable of taking full advantage of the resources of a large County. Successful applicants will be allocated to one of four territorial teams and will be capable of developing a significant personal contribution to meeting the team's objectives as well as working successfully with an allocated 'patch' of schools.

Application forms and further details available from the County Education Officer (P), PO Box 47, Chelmsford House, Market Road, Chelmsford CM1 1LD. Tel: 0245 267222, Ext. 2626. Informal enquiries to J. Ackley, County Educational Psychologist, Ext. 2643.

For further details and application forms, returnable by 17th February, from the Director of Personnel (Tel: 288585 - Annexe), from this number after office hours, PO Box 270, Avon House, The Haymarket, Bristol, BS9 7HE.

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Education Department (2112)

SCHOOL PSYCHOLOGICAL SERVICE

continued

EDUCATIONAL PSYCHOLOGISTS

7 Full-time Posts 1 Part-time Post

Soulbury £10,143-£14,253

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Education Department (2112)

ADMINISTRATION GENERAL

continued

BIRMINGHAM

EDUCATIONAL PSYCHOLOGISTS

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Essex County Council has recently increased its establishment of Educational Psychologists to meet increased demands arising from the Education Act 1981. As a consequence, posts are available in most parts of the County and applications are invited from qualified Educational Psychologists or from those currently attending recognised courses of training. Experience as a qualified teacher as well as recognised professional training is essential.

The Essex SP5 is undergoing a period of change and development and offers exciting possibilities for Psychologists with an energetic and innovative outlook who are capable of taking full advantage of the resources of a large County. Successful applicants will be allocated to one of four territorial teams and will be capable of developing a significant personal contribution to meeting the team's objectives as well as working successfully with an allocated 'patch' of schools.

Application forms and further details available from the County Education Officer (P), PO Box 47, Chelmsford House, Market Road, Chelmsford CM1 1LD. Tel: 0245 267222, Ext. 2626. Informal enquiries to J. Ackley, County Educational Psychologist, Ext. 2643.

For further details and application forms, returnable by 17th February, from the Director of Personnel (Tel: 288585 - Annexe), from this number after office hours, PO Box 270, Avon House, The Haymarket, Bristol, BS9 7HE.

Avon is an equal opportunities employer. Please quote reference number.

Education Department (2112)

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